DOCUMENT RESUME

ED 032 996 RE 001 813

Reading Instruction in New England's Public Schools.
New England Educational Assessment Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Feb 69
Note-30p.
EDRS Price MF-$0.25 HC-$1.60
Descriptors-*Elementary Schools, Questionnaires, Reading Consultants, *Reading Instruction, Reading Materials, *Reading Programs, *Secondary Schools, *Surveys, Teachers

An assessment (funded by ESEA/Title V) was made of the reading programs, practices, and personnel in the New England public schools. The data derived from questionnaire responses are given in three survey sections: elementary, secondary, and consultant/supervisor. A discussion of the responses of elementary school principals; kindergarten, first-, fourth-, seventh-, and tenth-grade teachers; and consultant/supervisors is included. Every item of the survey and the corresponding responses are presented in a 43-page appendix to facilitate indepth examination. Tables and charts are included. (RT)

ED0 32996

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Reading Instruction in New England's Public Schools

Prepared by

THE NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

A cooperative regional project of the six New England States funded under Title V, Section 505, of the Elementary and Secondary Education Act of 1965.

Providence, Rhode Island . February, 1969

DEDICATION

This report is dedicated to the thousands of correspondents consisting of superintendents, principals, consultants, supervisors, and teachers whose cooperation in completing the response forms of this survey made this study possible. The administrative staff and the reading committee of the New England Educational Assessment Project pay public tribute to these professionals.

RE 001 813

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PREFACE

The New England Educational Assessment Project Reading Committee was organized in December, 1966, and has since conducted 18 monthly two-day working conferences. Attending these conferences were New England State Departments of Education Consultants and Supervisors of Reading, special advisory consultants in reading and research, and State Project Directors of the New England Educational Assessment Project.

The work of the Reading Committee passed through five major phases:

1 The Exploratory Phase,
2 The Problem-posing Phase,
3 The Integration and Development Phase,
4 The Review and Reconstruction Phase, and
5 The Implementation Phase.

The exploratory phase involved an examination of needs, definitions, interpretations, objectives and goals of reading programs as viewed by the several Departments of Education. This phase was difficult. However, the Committee persisted and it is to the credit of the professional attitude of the Committee members that they did so and continued on to the subsequent phases of their work.

The problem-posing phase brought to the fore such questions as:

1 How should the time when formal reading instruction is begun with children be determined?
2 Do we need more refined measuring instruments to assist us in determining when we should teach reading and to whom?
3 What classroom competencies, understandings and knowledge do New England teachers have in the field of reading?
4 What pre-service and in-service training programs do we need in reading education?
5 What are the attitudes of teachers and administrators toward existing reading problems?
6 What correlation exists between reading achievement and the availability of libraries, the use of professionally trained librarians, library budget, and so on?

Any one of the problems could have held the Committee's attention and required its energies for indefinite periods. But the major and significant outcome of this period led to the next phase; namely the integration and development phase.

Here, the Committee turned its attention to defining its objectives. They are: To collect, assess, and disseminate information that might be of value in strengthening state leadership for improving local reading programs:

1 by determining the current status of local reading programs in the New England states by collecting data on the components of reading instruction (e.g., materials, methods, etc.) in current use in these schools;
2 by providing an initial base for research now and in the future; and
3 by providing a basis for decision-making in many areas (e.g., in-service training programs, policy making, curriculum development, budget needs, etc.).

It became evident that the development of a frame of reference was needed against which a "model" reading program might be projected and current practices might be assessed. The frame of reference became "those areas of the reading program that [should] produce desired student behavioral outcomes" — six areas outlined as follows:

1 Skills development — word recognition and word meaning, comprehension, critical analysis (interpretative and integrative), and study skills;
2 Attitudes;
3 Taste—maturity of appreciation;
4 Independence — self-perception of need to read for pleasure and knowledge;
5 Habits; and
6 Transfer of skills to specialized subjects (social studies, science, literature, etc.).

Further integration of ideas and delineation of objectives was evidenced by the Committee's selection of grade levels and timing that seemed, to them, most critical in terms of reading progress. It was agreed that data would be collected concerning reading programs in kindergarten and grades 1, 4, 7, and 10. This selection, it was hoped, would yield data that would reflect longitudinal changes in local reading programs.

Finally, it was agreed that the project required an assessment of existing reading programs in terms of structure, instructional characteristics, and staffing of local reading programs. Development of guide-lines for the elementary level assessment were readily forthcoming. The secondary level analysis presented some problems and a decision was reached to do a preliminary survey of the secondary schools in order to achieve some insights into existing secondary programs so that those areas for which greater in-depth questioning should be structured could be ascertained.

At this point, the Committee turned the results of its deliberation over to two reading specialists who were requested to develop the instruments that would yield data to meet the objectives established. Once drafts of these survey instruments were ready, the Committee entered the review and reconstruction phase.

The implementation phase began with the "preliminary survey" of secondary school reading programs which was sent to New England secondary school principals in May of 1967. It consisted of 15 questions dealing with school organizational patterns, reading personnel availability, and developmental and/or remedial offerings to students. The results of this survey provided the basis for the design of the secondary survey conducted at the seventh- and tenth-grade levels.

Drafts of the elementary level survey instruments were made final in November of 1967. Science Research Associates, Incorporated, of Chicago was commissioned to design and print the questionnaires and response sheet for the "preliminary survey." This firm also designed all survey instruments in this study. In January of 1968, the elementary survey instruments were sent to every school containing a kindergarten, first grade, or fourth grade. Teachers of those grades and the principals of those schools were the designated respondents.

Meanwhile, from December, 1967, to April, 1968, the Committee and its consultants completed the instrument for the secondary-level survey. S.R.A. designed the instruments and sent them to local schools in May of 1968. Thus, the implementation phase of the survey of reading programs at the kindergarten, first, fourth, seventh, and tenth grades was completed. The report that follows is the result of that effort.

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CHAPTER 1

A FRAME OF REFERENCE

The purpose of this section is to develop a frame of reference for interpreting the data. It presents a description of the responding population; limitations inherent in the survey instruments; and the basis for the recommendations included in the report.

DESCRIPTION OF RESPONDING POPULATION

The New England Assessment Project in Reading is a study of reading programs in the six New England states during the 1967-68 academic year. The study assesses reading programs at the elementary and secondary school levels through the use of survey-questionnaire technique.

Elementary school survey materials were sent to elementary school principals, kindergarten, first-, and fourth-grade teachers. Secondary school materials were sent to teachers with responsibilities for the reading program at the seventh- and tenth-grade levels. Wherever more than one teacher of reading and/or content area teacher was responsible for some phase of the reading program at grades 7 or 10, one questionnaire for the group at the seventh- and one for the group at the tenth-grade level were completed. Questionnaires were also sent to reading consultants, who were defined by the Committee as those individuals who spend 50% or more of their time supervising or consulting with teachers or working with administrative personnel on matters concerning the teaching of reading or the reading program.

The levels of personnel treated were selected because of their role in the total reading program. That is, programs were assessed at the beginning (kindergarten and first grade), middle (fourth), and end (seventh and tenth grade). Total overviews were obtained from elementary principals and reading consultant/supervisors. Further, the selection of seventh- and tenth-grade teachers was based on the results of a preliminary survey conducted prior to the actual survey (fall, 1967).

Table 1.1 presents data relevant to the total responding population in this study.

The N-Response is the basis of the study. Hence, if it is reported that 50% of the principals responded to an item in a particular way, the 50%, in reality, represents half of the 67% of the principals who responded. Caution, then, should be placed on interpretation of items that indicate a low percentage of personnel sampled.

The six New England states are not homogeneous in terms of socio-economic, population or employment factors. Although each state, for example, has industrial centers, the number and size of these centers in Massachusetts is greater than in Vermont or New Hampshire. The rural areas of Maine far outstrip those in Connecticut. Table 1.2 presents an analysis of respondents by state for the purpose of further analyzing the population.

TABLE 1.1—NUMBER AND PER CENT OF RESPONDENTS TO QUESTIONNAIRES FOR THE NEW ENGLAND SURVEY, 1967-68

Survey Level	Number of Questionnaires Distributed	Respondents	
		N	%
Principal (Elementary)	4,736	3,163	67
Kindergarten	3,955	2,530	64
First Grade	11,310	6,426	57
Fourth Grade	11,542	5,571	48
*Seventh Grade and Tenth Grade	1,501	849	57
*Consultants	570	124	**

*State of Vermont did not participate in this phase.

**Questionnaires were mailed to all communities, very many of which had no consultant.

It is more important, in terms of the New England picture as a whole, to focus on the number of responses for each state in relation to the total responses for New England. For example, when considering first grade programs, Massachusetts' responses represent 43.2% of the total responses in New England. When considering kindergarten programs, Vermont's responses represent 2.7% of the total responses at that level for New England. In terms of number of responses, Massachusetts' totals at each level exceed the combined totals of Maine, New Hampshire, Rhode Island, and Vermont. When Massachusetts' and Connecticut's totals are combined they represent more than 50% of the responses at each level. The percentage of respondents in this study compares favorably with the actual percentage of the teaching force in New England: Massachusetts 49%, Connecticut 24%, Maine 9%, Rhode Island 8%, New Hampshire 6%, and Vermont 4%*. When interpreting the results of the study on a New England basis one must consider the bias toward the two most highly populated and industrial states of Massachusetts and Connecticut. Table 1.2 presents data relevant to the total responding population for each state.

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* "Who Are New England's Public School Teachers?" Providence, Rhode Island: New England Educational Assessment Project. (April, 1968.)

TABLE 1.2—NUMBER AND PER CENT OF RESPONDENTS TO QUESTIONNAIRES FOR EACH NEW ENGLAND STATE, 1967-1968

	Principals			Kindergarten			First Grade			Fourth Grade			Seventh and Tenth Grade			Consultants**		
	Dist.	Ret.	%	Dist.	Ret.	%	Dist.	Ret.	%	Dist.	Ret.	%	Dist.	Ret.	%	Dist.	Ret.	%
Connecticut	959	638	67%	1394	880	63%	3063	1695	55%	3120	1519	49%	428	256	60%	90	65	72%
Maine	666	550	83	549	443	81	934	743	80	912	664	73	424	201	47	50	15	30
Massachusetts	1989	1287	65	1508	860	57	5580	2776	50	5958	2391	40	466	311	67	80	36	45
N. Hampshire	343	268	78	108	90	83	637	454	71	600	375	63	119	58	49	12	4	25
Rhode Island	304	206	68	249	186	75	632	460	73	506	358	71	64	23	36	12	4	25
Vermont	475	214	45	147	70	48	464	298	64	446	264	59	*	*	*	*	*	*

*Vermont did not participate in the Secondary Survey and Consultant Survey.

**Number of questionnaires distributed is an approximation since all communities received a questionnaire even though many did not have a consultant.

LIMITATIONS OF QUESTIONNAIRE

The results of the study should be interpreted in light of the limitations imposed by the questionnaire method.

Limiting length of the instrument necessitated selection as to topics and the type of responses. Obviously, the total gamut of reading could not be assessed because of the breadth of the topic.

Further limitations were imposed by the length of the questionnaire. It had to be kept reasonably short in deference to the respondent. Also, the responses were analyzed by computer, thereby imposing certain restrictions. For example, only one opportunity in the seven instruments was given for "write-in" responses. Hence, the choices afforded the respondents were limited.

The reader should be constantly aware of the unit responding to items. That is, responses may be from principals, individual teachers, or groups of teachers. Also, the reader should keep in mind that the conclusions and recommendations are based on the responding population and not on responses gathered from the total population of New England's schools.

The appendix enclosed in this report contains a complete tabulation of responses to all the questions on the survey. However, it should be noted that the sum of percentages for each item is not necessarily 100%. This is so because a number of answer sheets were incorrectly marked and could not be tabulated.

BASIS FOR CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are presented in the body of this report. Conclusions appear in bold type and were formulated on the evidence presented. They represent those areas that the Reading Committee felt were clearly indicative of a trend. Whenever questions arose regarding the data, or the evidence was not clear-cut, no conclusion was formulated.

Recommendations for future action are presented in italics. The Committee was of the opinion that some direction should be given for those using the report as a means of upgrading instruction or changing the basic program. Their intent is to suggest a possible course of action. To do this, the Reading Committee of the New England Educational Assessment Project considered the numerous recommendations that originally appeared in ***First R: The Harvard Report on Reading in Elementary Schools,*** Mary C. Austin and Coleman Morrison and others, the Macmillan Company, New York, 1963. A number of recommendations in ***First R*** were used because they were appropriate to the study and were acceptable to the Committee. It should be noted that some of the recommendations were reworded in order to relate to the corresponding conclusions. Other recommendations were formulated by the Reading Committee itself.

FORMAT OF THE REPORT

The data are presented in three parts: elementary, secondary, and consultant/supervisors. Chapter 2 contains a discussion of the responses of elementary school principals, kindergarten, first-, and fourth-grade teachers. Chapter 3 contains a discussion of the responses of the seventh- and tenth-grade teachers who have some responsibility for the reading programs in their respective schools. Chapter 4 contains a discussion of the reading consultant/supervisor responses.

CHAPTER 2

ELEMENTARY SCHOOL SURVEY

This chapter is organized into five sections: characteristics of children in the study; organization of school and classroom for reading instruction; curriculum and evaluation; materials, facilities and expenditures; and personnel and training.

A. Characteristics of Children

FAMILY BACKGROUND

Fifty per cent of the respondents indicate that more than half of the children in their schools come from homes where the family income is $4,000 to $9,999. Nine per cent indicate the majority of children come from families where the income is above $10,000, and 9% say the majority of children come from families with incomes below $4,000.

The majority of children come from families where the father could be classified as either skilled or unskilled, with fewer numbers from white collar and professional groups. Most children live in homes owned by their parents and some come from rented apartments in multiple family dwellings. The smallest number come from rented single family dwellings. Thirty-six per cent of the children attend schools in suburban communities, 25% in rural and 23% in urban areas.

In 46% of the schools the majority of fathers have a high school education; some fathers have elementary or junior high school training; fewer fathers have a college education.

LANGUAGE FACTOR

Eighty-six per cent of the respondents indicate **very few** or **none** of the children speak another language at home. Sixty-eight per cent indicate **few** or **none** of the children come from homes where they hear but do not speak another language. Three per cent of the respondents indicate **all** or **most** children in their schools speak a second language.

PRE-KINDERGARTEN EXPERIENCE

Sixteen per cent of the kindergarten teachers indicate that **all** or **most** children participated in pre-kindergarten programs. Sixty-eight per cent of the kindergarten teachers have **some** children who attended private nursery schools, and 49% have **some** who had Project Head Start experience.

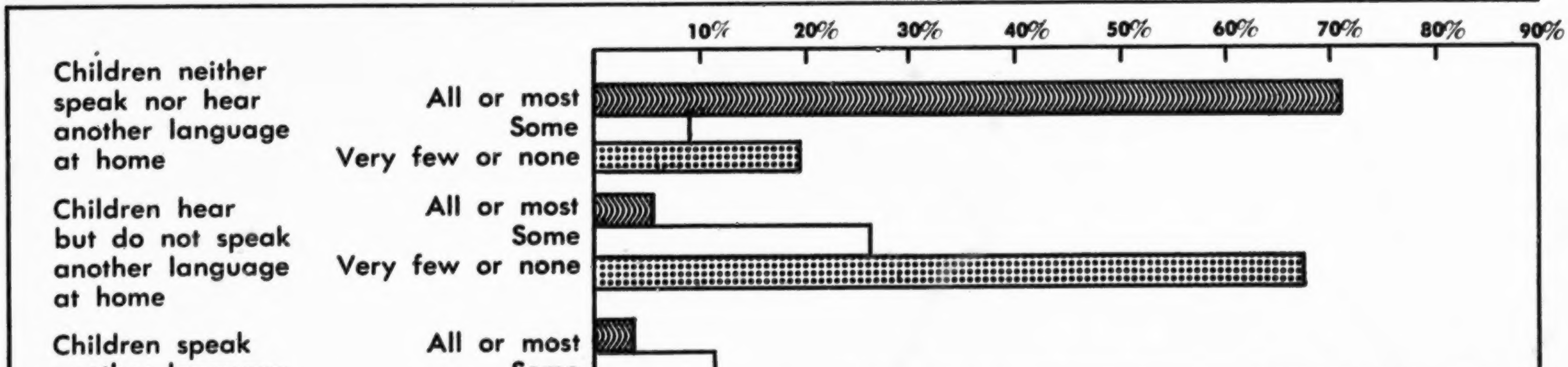
Three per cent of the kindergarten teachers feel that **all** or **most** children and 78% feel that **some** children would have benefited by remaining at home for one more year. Ninety-four per cent feel that **all, most** or **some** children would have profited from some type of pre-kindergarten program.

Conclusion: Most kindergarten teachers are of the opinion that many more children in their present classes would have benefited from pre-kindergarten programs.

Many kindergarten teachers feel that the chronological age for entrance to kindergarten for at least some children should be advanced by one year.

> ***The opportunity for attendance at pre-kindergarten programs should be available to all children.***
>
> ***It is further recommended that schools examine their programs to see whether the program itself should be changed rather than advancing the chronological age for admission.***

FIGURE 2.1—PROPORTION OF SCHOOL POPULATION WITH FOREIGN LANGUAGE BACKGROUND



* Principals' Survey, Questions 19-21

B. *Organization for Instruction*

Organization patterns of the total school and within each classroom are vital aspects of the reading program. Factors that relate to organization are: admission policy to kindergarten and Grade 1, early admission-retention policy, class size, total school organization, within-class grouping, and time devoted to the reading program.

ADMISSION POLICY

Eighty-eight per cent of the kindergarten teachers indicate that admission to kindergarten is based upon a single criterion: chronological age. Eight per cent of the kindergarten teachers say their school uses a combination of factors for entrance; namely, chronological age, readiness test results, maturity evaluation, and/or intelligence test results.

Sixty-eight per cent of the first-grade teachers state that chronological age is the only criterion for first-grade admission. Teacher judgment (coupled with chronological and/or other factors) is the basis for admission in 18% of the schools. Reading readiness tests are used in 8% of the schools as a criterion for admission to first grade.

Conclusion: Admission to kindergarten for the majority of children is based primarily upon chronological age. Chronological age is also the primary factor for admission to Grade 1. Multiple criteria tend to be used for first-grade entrance in only a small number of those schools having kindergarten programs.

If chronological age is to be the main criterion for admission to kindergarten and/or first grade, then the school program must be adjusted to make it appropriate for the variability of mental, anatomical, and social maturity of children. However, it is recommended that the use of chronological age as an exclusive criterion for admission to kindergarten and/or first grade be re-examined.

EARLY ADMISSION-RETENTION POLICY

Early admission policy (admission of children who are ready for school but have not attained entrance age) is practiced in 9% of the schools. In these instances, entrance is based upon the results of reading readiness, intelligence, and/or developmental test results.

Eighty-seven per cent of the kindergarten teachers say their schools have a retention policy in kindergarten. Seventeen per cent indicate that their schools have a transition class (a class for children not quite ready for first grade but not repeating kindergarten).

In schools with retention policies, 44% of the kindergarten teachers state they have from one to three "repeaters" in their present classes. In addition, 31% say their school has a retention policy, although no children are being retained during the current year.

The three characteristics that best describe children who are retained in kindergarten are: short attention span, social immaturity, and below-average readiness test scores. Other characteristics less frequently mentioned include: poor auditory and visual discrimination ability, young chronological age, below-average intelligence, little or no motivation, and poor speech patterns.

The teachers feel that the most important factor in determining readiness for Grade 1 is kindergarten teacher judgment. Ninety-one per cent of the respondents indicate teacher judgment as "very important" or "important." Some importance is placed upon social maturity, reading readiness test results, chronological age, and language ability (vocabulary and sentence length). The least important factors are attendance records in kindergarten and intelligence test scores.

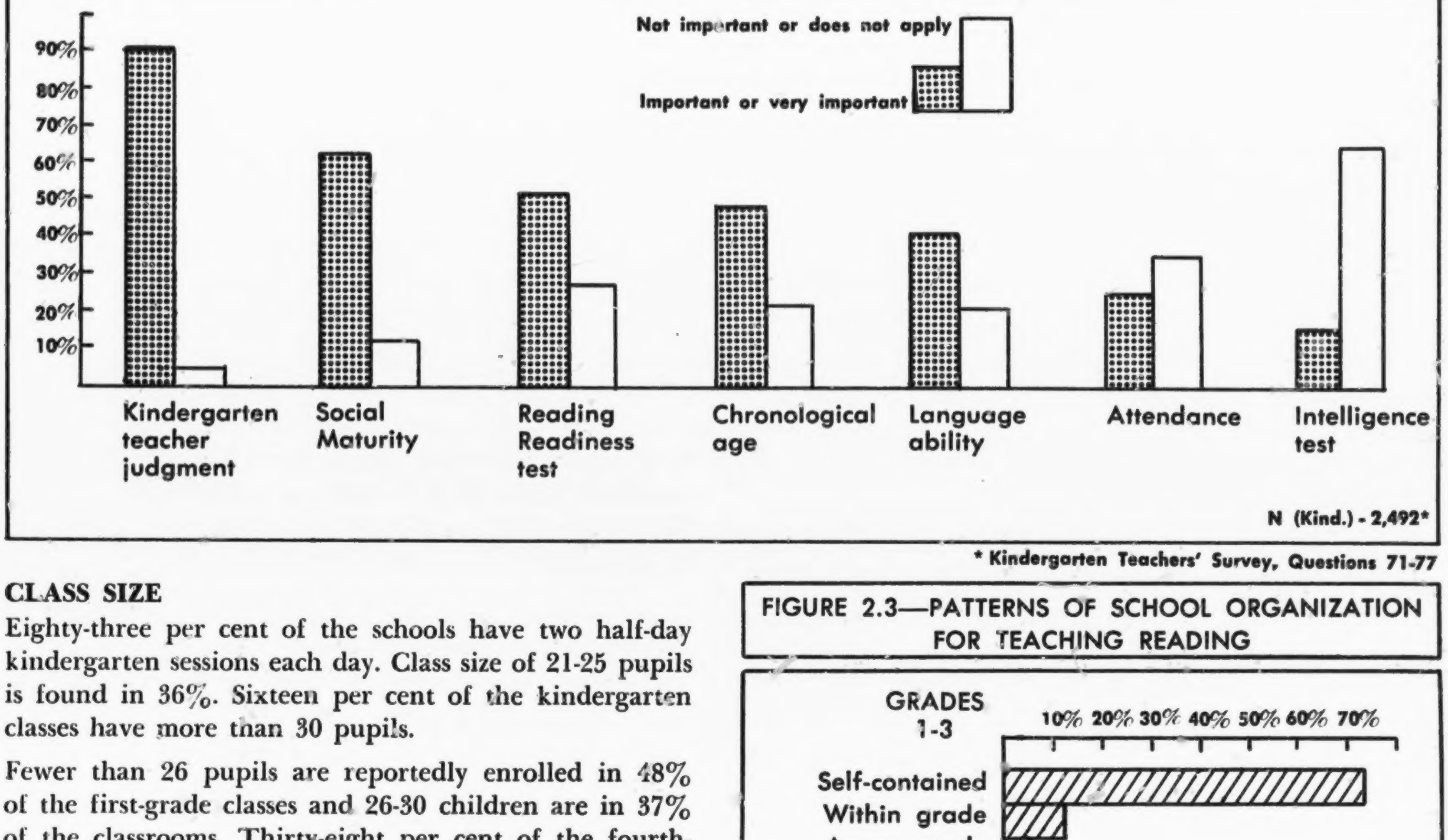
There appears to be a contradiction in the fact that chronological age is rated low by teachers as a factor in determining readiness for Grade 1 and yet the majority of schools use chronological age as the single admission criterion.

It should be noted that the statutes in all New England states mandate minimum and maximum entrance age. This factor plus the money and personnel that would be necessary for the implementation of a testing program at the pre-school level tend to discourage school systems from instituting flexible admission policies.

Conclusion: Retention in kindergarten appears to be the most common method for providing for children not ready for first grade.

If retention is to be a policy, then retention must be accompanied by an adjustment in and not mere repetition of the reading program of the retained child. The policy of retention should be re-examined.

FIGURE 2.2—METHODS OF DETERMINING READINESS FOR GRADE 1



* Kindergarten Teachers' Survey, Questions 71-77

CLASS SIZE

Eighty-three per cent of the schools have two half-day kindergarten sessions each day. Class size of 21-25 pupils is found in 36%. Sixteen per cent of the kindergarten classes have more than 30 pupils.

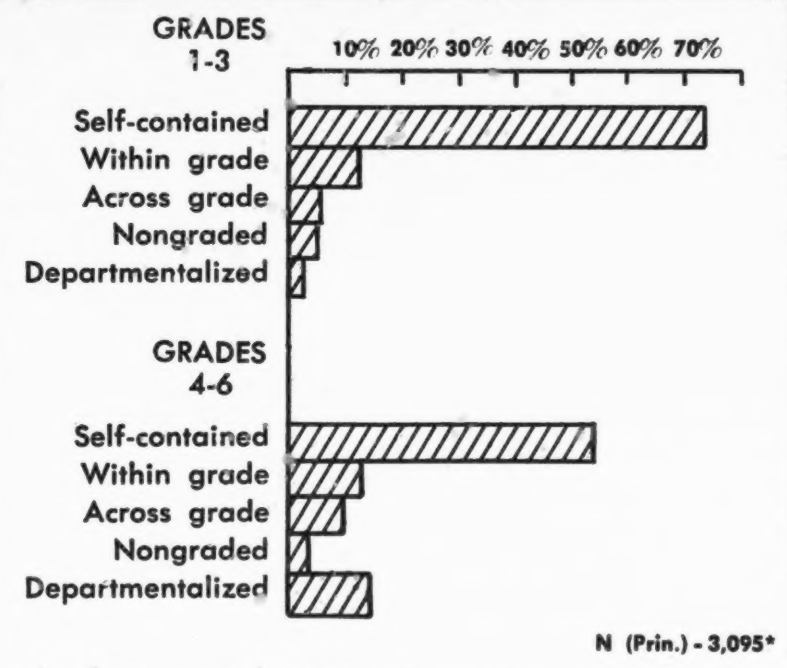
Fewer than 26 pupils are reportedly enrolled in 48% of the first-grade classes and 26-30 children are in 37% of the classrooms. Thirty-eight per cent of the fourth-grade teachers indicate class size of fewer than 26 children and a similar percentage report 26-30 children are enrolled in their classroom. Twenty-two per cent of the fourth-grade teachers report class size of 31 children or more.

Sixty per cent of the teachers at the kindergarten, first-, and fourth-grade levels are of the opinion that their efficiency would be increased if the number of children assigned to their classrooms decreased. (Other choices teachers made among factors that might increase their efficiency were: assignment of a teacher-aide, more time allowable for reading instruction, more homogeneous grouping of children, and availability of more equipment and/or materials.)

Conclusion: Class size tends to increase as the grade level increases. Teachers regard class size as a vital factor in determining teaching efficiency.

It is recommended that schools establish varying class sizes based on the type of program, needs of children, training and experience of teachers, and availability of supportive personnel.

FIGURE 2.3—PATTERNS OF SCHOOL ORGANIZATION FOR TEACHING READING



*Principals' Survey, Questions 22-23

TOTAL SCHOOL ORGANIZATION

Forty-eight per cent of the schools in the study contained

13 or more classrooms. Only 14% of the schools contained one to four rooms.

Principals of elementary schools indicate that the self-contained classroom (73% of the first- to third-grade level and 53% at the fourth- to sixth-grade level) is the most-used organizational plan. With the decrease in self-contained classrooms in the intermediate grades comes an increase in departmentalization (14%) and within-grade grouping (14%). Nongraded and cross-grade grouping (Joplin) plans appear in few schools.

In schools where classrooms are self-contained, 24% of the principals describe their organization as homogeneous, 40% use heterogeneous grouping, and 34% make some effort to control the broad range. Forty-six per cent of the first-grade teachers and 39% of the fourth-grade teachers describe the reading instructional needs of children in their classes as "very broad." Only 5% of the first-grade teachers and 8% of the fourth-grade teachers describe the reading instructional needs of children in their classrooms as "very narrow." In Grade 1, 40% of the teachers indicate that children are assigned randomly from kindergarten populations and 24% indicate the random assignment of the total populations where there is no kindergarten. Twenty per cent of the teachers indicate that children are grouped homogeneously from the kindergarten population.

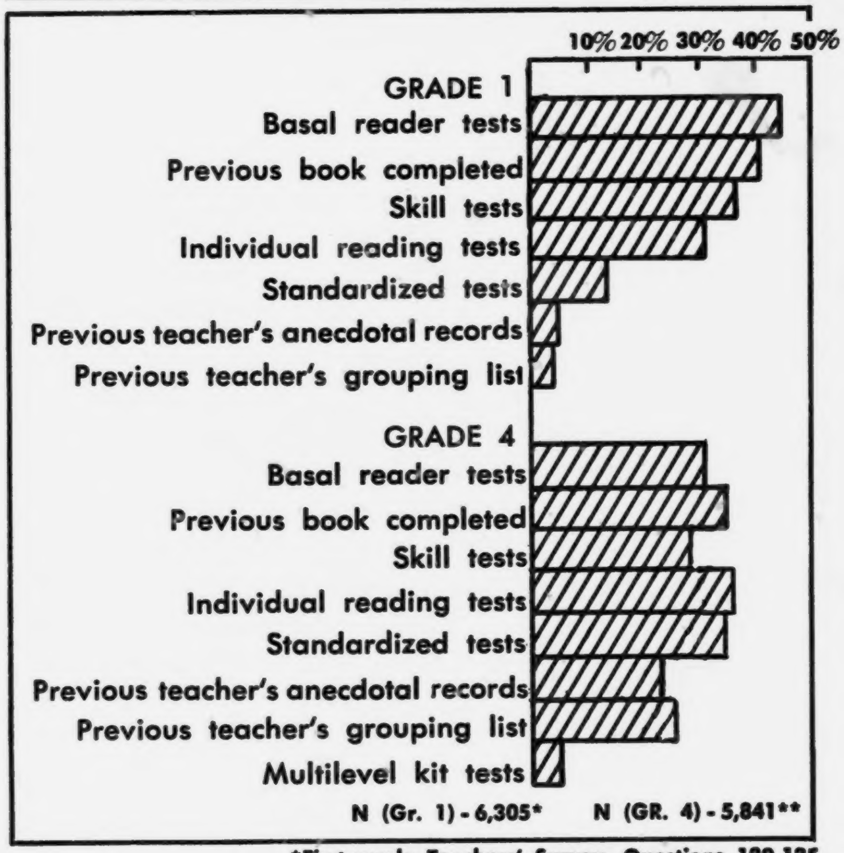
Conclusion: Schools tend to organize children in graded, self-contained classrooms. Regardless of the grouping practices in the school, the reading instructional needs of many classroom groups are very broad.

It is recommended that school administrators and teachers examine the effectiveness of school grouping procedures in meeting the reading needs of children. It is further recommended that special provision be made to help teachers cope with the broad range of reading instructional needs (use of different kinds of classroom staffing, use of new materials and methods, etc.).

WITHIN-CLASS GROUPING

Sixty-nine per cent of the first-grade and 67% of the fourth-grade teachers indicate that grouping for basic instruction in reading within the classroom is on the basis of general instructional level. Twenty-two per cent of the teachers group children on the basis of needs in specific skills. Individualized instruction is used by 4% of the first- and fourth-grade teachers.

FIGURE 2.4—METHODS OF DETERMINING INSTRUCTIONAL LEVEL OR GROUPING



*First-grade Teachers' Survey, Questions 129-135 (Almost always responses only)
**Fourth-grade Teachers' Survey, Questions 70-77 (Almost always responses only)

In determining the instructional level of children in the first grade, the four most commonly used factors were: previous book completed (79%), skills tests (78%), basal reader tests (73%) and informal reading inventories (70%). Forty-four per cent of the first-grade teachers use basal reader tests and 40% use previous book completed "almost always" when determining instructional level. In determining the instructional level at the fourth-grade level, teachers rely on a variety of tests and practices; namely, individual reading tests, standardized tests, previous book completed, basal reader tests, and skill tests.

The opinion of first- and fourth-grade teachers indicates that the two most reliable instruments for grouping are individual reading tests and skills tests. There is an apparent disparity between the teachers' opinion of what should be used and the instruments they actually use to determine instructional levels. The study did not delve into the causes for this difference.

Conclusion: The individual differences of children seem to be most frequently met through instruction in small, within-class groups based on general instructional level. Specific-skills grouping occurs in a small number of classrooms and the incidence of individualized grouping practices is negligible.

Individual reading tests are judged to be the most reliable instruments for determining instructional level. However, in actual practice, a variety of tests are used to determine instructional level.

> ***It is recommended that the grouping plans for reading instruction be based not only on the general instructional level indicated by an informal reading inventory, but also on tests of specific skills.***

TIME FOR READING INSTRUCTION

Eighty-six per cent of the kindergarten sessions are between two and three hours in length. Eleven per cent have sessions longer than three hours. The actual time devoted to reading readiness activities or the actual teaching of reading in kindergarten was not determined by this study.

First-grade teachers indicate they generally have two instructional periods a day for reading. Forty-three per cent of the teachers spend two hours in the morning and one hour in the afternoon on reading instruction. The next most common pattern finds 32% of the teachers spending one hour in the morning and one hour in the afternoon. Forty-nine per cent of the teachers devote 11-15 hours per week to reading instruction; 35% spend 6-10 hours per week.

At the fourth-grade level, 56% of the respondents indicate they spend 6-10 hours per week in reading instruction; 36% spend five hours or less. The decrease in the instructional time at the fourth-grade level as compared to that at the first-grade level becomes significant because the decrease is not accompanied by an increase in time in other aspects of the total reading program. For example, a very small portion of time is devoted to teaching skills in content areas and to independent reading activities at the fourth-grade level.

Conclusion: As grade level increases, time devoted to reading decreases.

> ***It is recommended that school personnel plan time allotments to permit adequate attention to all major aspects of the reading program: skills program, reading in the content areas (including literature), and independent reading. As instructional time in the basic skills program tends to decrease, the time devoted to teaching reading in content areas and to independent reading should increase.***

C. Curriculum and Evaluation

The broad spectrum of the reading curriculum will be considered in terms of the developmental program, the remedial/corrective program, and evaluation of materials and practices.

DEVELOPMENTAL READING PROGRAM

The developmental reading program is defined as a specific, organized, sequential program for the development of pupils' reading skills and interests. The program should involve all pupils at any grade level.

Seventy-three per cent of the principals report that the manual accompanying the basal reader is the basis for the reading program. Twenty per cent use a guide developed within the system as the basis for the reading program.

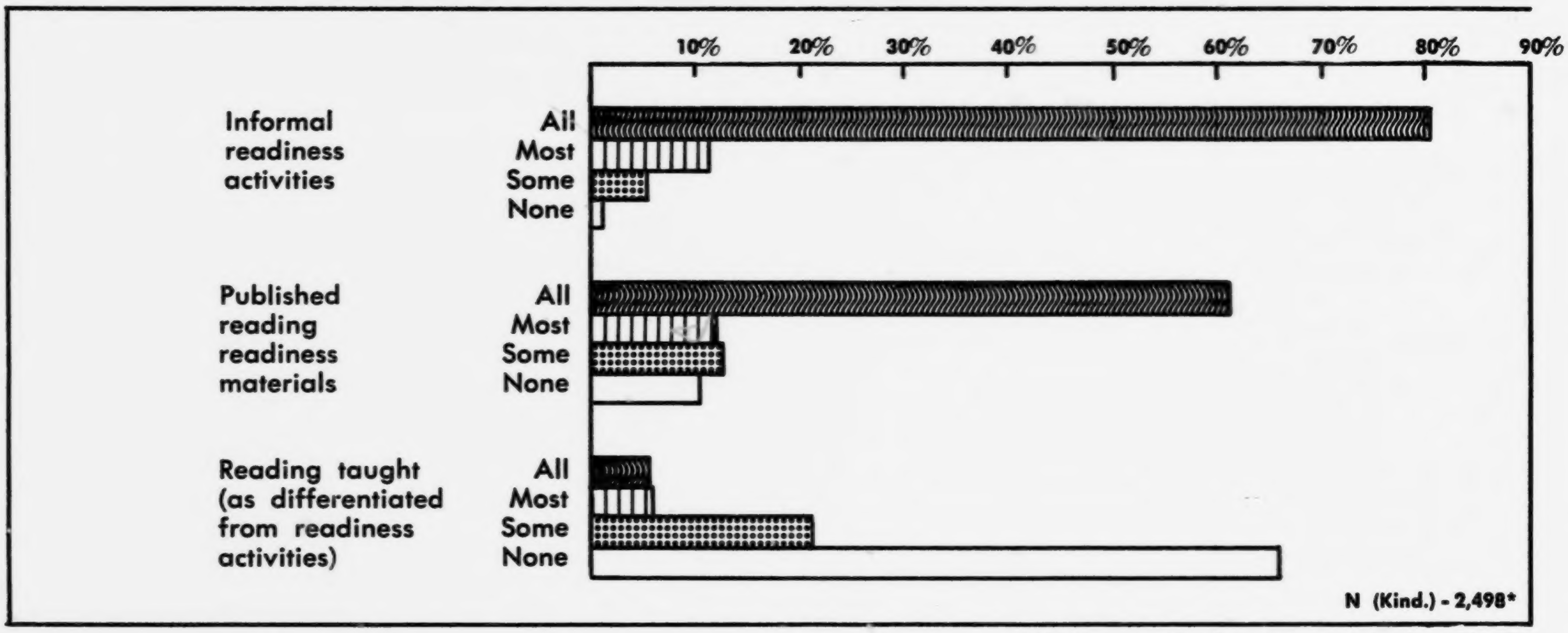
Kindergarten program. The developmental reading program at the kindergarten level consists mainly of readiness activities, both informal and formal. Eighty per cent of the teachers state that all children are involved in informal readiness activities related to reading. Sixty-two per cent also use published reading readiness materials with all children.

Reading per se is taught to all children in 5% of the classes, to most children in 6%, and to some children in 21% of the classes.

Kindergarten teachers were asked to rate four needs of children in terms of their observation of their own pupils' needs. The percentage of teachers who rated each of the following needs as important are: need for developing good listening skills (55%), need for developing ability to follow directions (20%), need for developing oral language patterns (15%), and the need for learning to work and play with other children (8%).

In terms of skill development, the typical kindergarten

FIGURE 2.5—PROPORTION OF KINDERGARTEN PUPILS RECEIVING READING READINESS INSTRUCTION



N (Kind.) - 2,498*

*Kindergarten Teachers' Survey, Questions 101-103

teacher gives **much** emphasis to the development of visual and auditory discrimination. **Some** to **much** emphasis is given to the development of the ability to maintain attention, improve motor abilities related to reading, and learn letter forms. The least amount of emphasis is directed toward the development of a sight vocabulary.

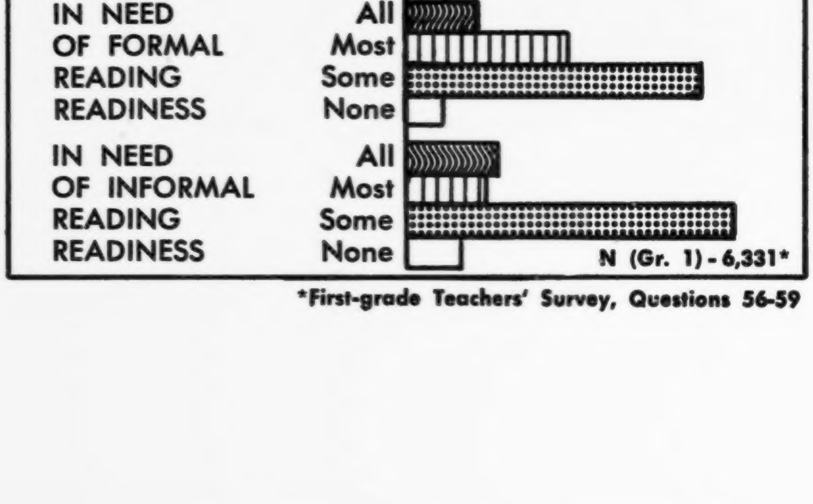
The activities that teachers emphasize in order to develop skills and meet the needs of children are: listening to stories, discussing pictures, developing vocabulary, and playing listening games. Least emphasis is placed on developing language-experience stories.

Conclusion: Kindergarten programs tend to be oriented toward the development of reading readiness in an informal rather than a formal setting. A very small segment of the kindergarten population is taught reading during the kindergarten year.

> ***It is recommended that appropriate reading activities be initiated for those children who are already reading and for those who appear to be ready to begin reading, and that the kindergarten program be adjusted according to each child's strengths and weaknesses as revealed by an appraisal of readiness.***

First-grade Developmental Program. Before analyzing the first-grade developmental reading program, it may be well to describe the abilities of children at this level. Fifty per cent of the teachers indicated that no children in their room were able to read at the beginning of the school year. Forty-eight per cent of the teachers stated that at least **some** children were already able to read at the beginning of the school year.

FIGURE 2.6—PROPORTION OF GRADE 1 PUPILS AT SELECTED LEVELS OF READING ABILITY

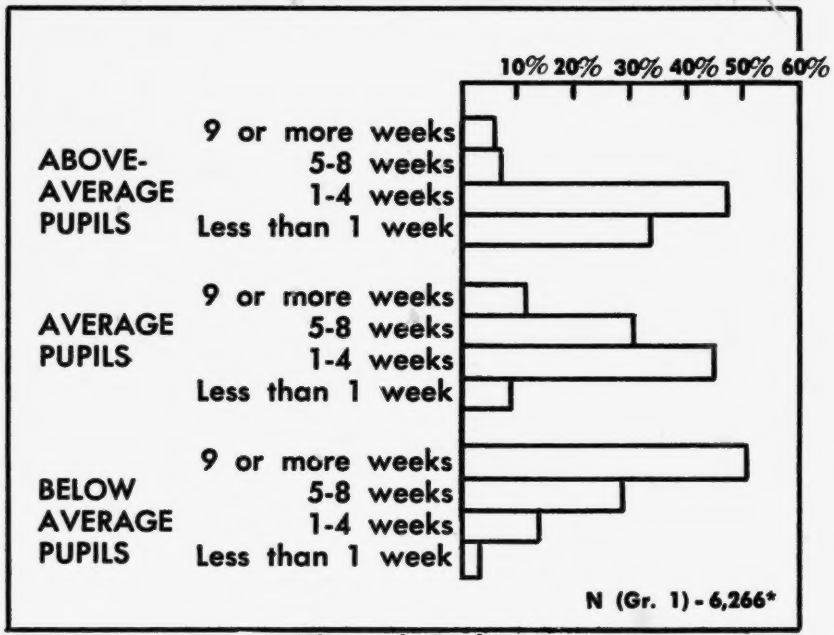


N (Gr. 1) - 6,331*

*First-grade Teachers' Survey, Questions 56-59

Five per cent of the first-grade teachers responded that **all** children and 32% indicated that **most** of their children were ready to start reading at the beginning of the school year, and 48% said **some** children were ready to start reading. However, 31% of the first-grade teachers said that **all** or **most** children were in need of informal activities, and 41% pointed out that **all** or **most** children needed formal readiness training at the beginning of the year. The formal readiness activities listed in the questionnaire were all responded to with the indication that they received **much** emphasis. The activities included: sound-letter relationships, auditory and visual discrimination, and skills such as left-to-right progression, letter names, and a beginning sight vocabulary.

FIGURE 2.7—TIME DEVOTED TO INFORMAL READINESS ACTIVITIES IN GRADE 1



*First-grade Teachers' Survey, Questions 70-72

While it appears that kindergarten teachers differentiate their program to some extent, an analysis of responses (see Figure 2.7) seems to indicate that programs in the first grade are not widely differentiated. For example, 48% of the first-grade teachers spend one to four weeks, 8% spend five to eight weeks, and 6% spend nine or more weeks on informal activities with above-average children. This type of program occurs with above-average children in 62% of the classes despite the fact that **all** or **most** children are able to read or are ready to begin reading at the beginning of the first grade in 39% of the classrooms. Also, the analysis of data for average children and below-average children shows no difference from the program offered above-average children—except that longer periods of time are devoted to informal reading readiness activities.

Once reading instruction is begun at the first-grade level, the word recognition program consists of **much** emphasis on phonics (94% of the teachers indicate **much** emphasis) and context clues (58% indicate **much** emphasis). Configuration (39% of the teachers say **much** and 42% say **some** emphasis), and structural clues such as compound words and inflectional endings (36% **much** and 46% **some** emphasis), receive a fairly heavy amount of attention in the development of word recognition skills. The least used approaches are kinesthetic and dictionary use.

Within the basic skills phase of the reading program, the introduction of new words and the building of background for stories in the texts receive **much** attention in 81% of the classrooms. Oral reading receives the next largest amount of attention, followed by development of word pronunciation and word-meaning skills. Teachers indicate that at least **some** attention is given to other aspects of the basic skills program; namely, silent reading, developing purpose for reading, and developing literal and higher comprehension skills. Fifty-five per cent of the teachers feel satisfied with their program. If there is any particular area of dissatisfaction because of time or material limitations, it would be in developing literal and higher comprehension skills.

With respect to time devoted to the total reading program, 43% of the first-grade teachers spend 4-7 hours per week on the basic skills phase. Sixty-four per cent spend less than one hour per week on library activities; 55% spend 1-3 hours per week on the independent reading program. Forty-seven per cent spend 1-3 hours per week on enrichment activities, and 44% spend less than one hour per week.

Conclusion: First-grade teachers tend to take all children through an informal and then a formal readiness program regardless of a child's ability to read or readiness to read.

Of the items surveyed in this questionnaire, the only differentiation of first-grade programs for children of differing abilities appears to be in terms of duration of programs rather than materials or activities.

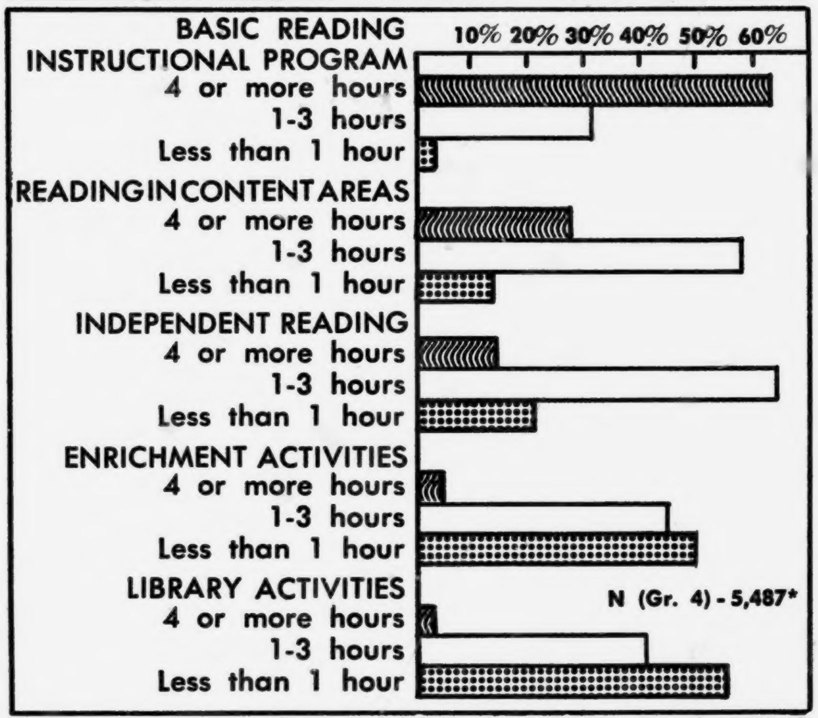
The basic skills program receives the largest amount of time within the total reading program at the first-grade level. A relatively small portion of time is distributed

among independent reading, enrichment, and library activities.

Fourth-grade developmental programs. At this intermediate grade level, the basic skills phase of the program receives most of the attention, whether it is taught by the 58% of the teachers who devote 4-7 hours per week to this phase or by the 31% who spend 1-3 hours per week in the basic skills program.

Fifty-seven per cent of the fourth-grade teachers spend 1-3 hours per week on reading skills in content areas, and 63% spend 1-3 hours per week on independent reading activities. Fifty-six per cent of the teachers spend less than one hour per week on library activities, and 50% spend less than one hour per week on enrichment activities.

FIGURE 2.8—TIME DEVOTED TO READING ACTIVITIES IN GRADE 4



*Fourth-grade Teachers' Survey, Questions 56-60

In the basic skills program all aspects of reading that were surveyed received **much** or **some** attention in the majority of cases. Most emphasis is given to silent reading, developing word meaning, and introducing new words. Oral reading and speed development receive the least amount of attention. The use of structural clues, phonics, and context receive **much** attention in the word recognition programs of most fourth-grade teachers. The procedures for teaching word recognition that receive **little** use are configuration. kinesthetic, and linguistic.

In the survey, teachers were asked to give their opinion regarding the adequacy of their skills program. Seventy-one per cent report that, because of factors beyond their control, inadequate attention is given to speed development, and 54% feel that inadequate attention is given to the development of literal and higher comprehension skills.

Locational skills (alphabetical order, table of contents, and index) receive much attention in the study skills programs of 69% of the teachers. Approximately half of the teachers surveyed give **some** attention to organizational critical reading, retention, and descriptive skills (use of maps, charts, and graphs).

Forty-nine per cent of the teachers indicate **some** emphasis is given to browsing and selecting books (in both the classroom and central school library), reading and reporting on books, and researching and writing reports that relate to curriculum areas. Twenty-seven per cent give **much** emphasis to reading selected books independently, and 22% to browsing and selecting books. Twenty per cent of the fourth-grade teachers give **little** emphasis to doing research related to curriculum areas.

Conclusion: Fourth-grade teachers spend most of the time in reading instruction on the basic skills phase, and give relatively little time to library and enrichment activities.

The study skills program at the fourth-grade level exhibits heavy emphasis on locational skills and much less consideration to other study-type skills; i.e., organizational and critical reading, retention, and descriptive skills (use of maps, charts, and graphs).

It is recommended that all schools develop a program for all children, with strong emphasis on critical and interpretive reading skills.

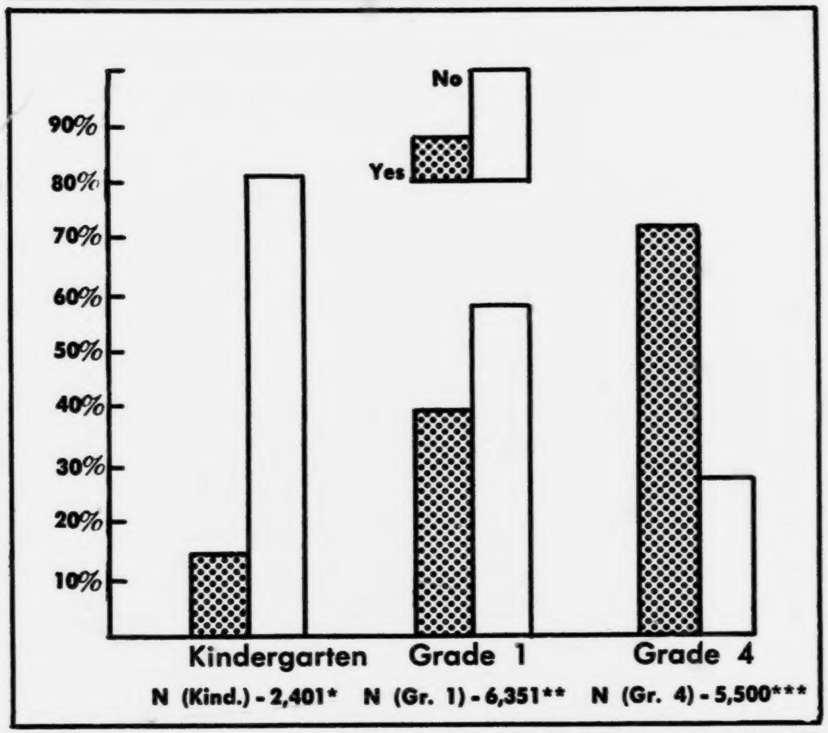
It is further recommended that a balanced program in the study skills be developed.

REMEDIAL/CORRECTIVE PROGRAM

The remedial/corrective program is defined as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Such a program may be taught to groups or to individual pupils.

Although a strong developmental program may decrease

FIGURE 2.9—AVAILABILITY OF REMEDIAL/CORRECTIVE INSTRUCTION



*Kindergarten Teachers' Survey, Question 21
**First-grade Teachers' Survey, Question 21
***Fourth-grade Teachers' Survey, Question 21

the need for remedial/corrective programs, it is doubtful if it would ever completely eliminate this need. Problems within the child or his socio-cultural environment may cause reading difficulties.

Eighty-one per cent of the kindergarten and 59% of the first-grade teachers could not refer children for remedial/corrective instruction. However, only 28% of the fourth-grade teachers could not refer children for remedial/corrective work. Hence, teachers at the fourth-grade level have a greater opportunity to refer children than kindergarten or first-grade teachers. These figures represent, to some degree, a traditional pattern in that the prevailing thought for many years has been to postpone remedial work until the child reaches the intermediate grades.

The most common procedure for providing short-term help at the kindergarten and first-grade level is for classroom teachers to provide such help before or after school. Fifty-seven per cent of the fourth-grade teachers indicate that a remedial teacher is available **almost always** or at least **some of the time** for short-term help. However, 52% also say that they, the classroom teachers, provide help either before or after school.

Principals' responses reveal that 53% of the schools do not have the services of a reading consultant. Of the schools that do have consultant services, 22% have services less than one day per week.

The teacher load or pupil load of the reading specialist is important when attempting to determine his effectiveness. In 62% of the schools no consultant is available. In the 36% of the schools where consultants are available, the ratio of teachers to consultants is less than 20:1 in approximately one-half of these schools. In the 82% of the schools where remedial teachers are available, the case load in most situations is between 21 and 50 pupils per reading teacher.

In general, the data indicate that consultants are not directly responsible to any one particular administrative officer more than another. There is a fairly even distribution of responses revealing that the consultant is responsible to the supervisor, principal, or superintendent depending upon the structure of the individual school system. Reading teachers are generally responsible to the principal (38% of the cases) or to the supervisor (18% of the cases).

The lack of consultant and/or reading teacher assistance is evident in kindergarten and first grade; such assistance simply isn't available in the vast majority of schools. At the fourth-grade level, 40% of the teachers say they would have referred five to eight children during the year if unlimited facilities and staff were available. Only 16% of the fourth-grade teachers say that five or more children had been accepted for remedial work during the past year. Once a child is referred, the pattern in most cases finds the remedial teacher doing the diagnosis and the classroom teacher continuing to work with the child concurrently with remedial work being performed by the remedial reading teacher. Most reading teachers use special materials that are not found in the classroom **almost always** or at least **some of the time.** Also, the reading teacher generally informs the classroom teacher of each child's progress.

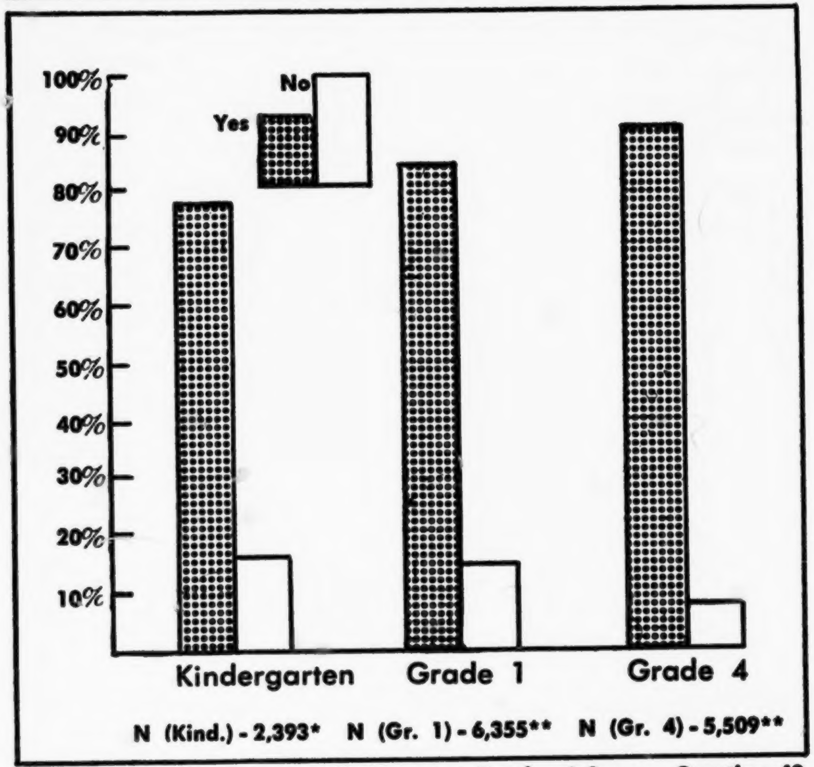
In diagnosing reading difficulties of children, classroom teachers use specific skills tests most frequently. Forty-eight per cent of the kindergarten, 64% of the first- and 53% of the fourth-grade teachers use tests evaluating specific reading skills. Individual reading inventories are used by 50% of the first- and 48% of the fourth-grade teachers.

Classroom teachers' responses indicate that reading consultants and specialists use the following types of tests when diagnosing reading difficulties of children: audiometric, visual screening, perceptual, emotional, physical, and speech. Classroom teachers also report that many of the tests are administered with greater frequency by "other" specialists. For example, 17% of the classroom teachers report that their reading specialist uses an audiometric test, while 27% of the teachers report the administration of the hearing test by "other" personnel. Teachers report, too, the infrequent use of certain diagnostic tests. In 44% of the schools, audiometric and visual screening tests are not available. Perceptual, emotional, and/or physical tests and speech tests are not available in 36% of the schools.

Conclusion: Kindergarten and first-grade teachers are generally unable to refer children for remedial/corrective work. Whatever remedial or corrective work is performed at these grade levels is generally performed by the classroom teacher before or after school hours.

It is recommended that every school have access to diagnostic services and a program of corrective help with emphasis on early identification.

FIGURE 2.10–USE OF STANDARDIZED READING TESTS



*Kindergarten Teachers' Survey, Question 43
**First-grade Teachers' Survey, Question 43
***Fourth-grade Teachers' Survey, Question 43

STANDARDIZED TESTING

The results of the survey indicate that standardized tests are used in the vast majority of schools. Seventy-eight per cent of the kindergarten teachers say that a standardized reading readiness test is used at that level. Also administered during the kindergarten year are intelligence tests (21%) and developmental tests (14%). Eighty-four per cent of the first-grade teachers and 91% of the fourth-grade teachers use standardized reading tests at their respective levels. Teachers at all grade levels **almost always** administer, score, and interpret tests—very few (6%) select them.

Conclusion: The vast majority of schools use a standardized test as part of the evaluation of reading programs. Most teachers administer, score, and interpret tests but few have a voice in selecting them.

It is recommended that the planning of the testing program and selection of standardized tests be a cooperative venture of school personnel.

D. Materials, Facilities, Expenditures

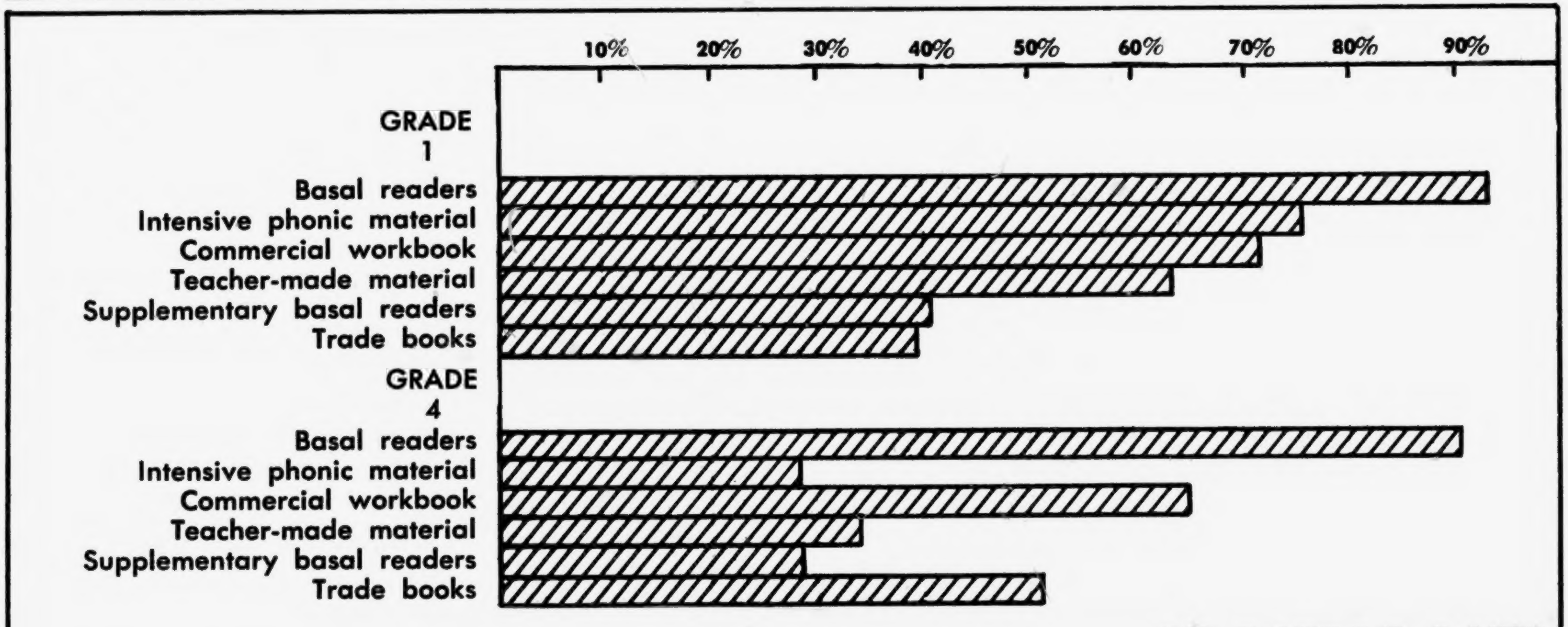
The basal reader is the most used type of material in reading instruction in Grades 1 and 4. Ninety-five per cent of the principals indicate that basal readers are used as a basis for the reading programs in their respective schools.

The data indicate that 77% of the first-grade teachers supplement the basal reader with intensive phonics materials. Teacher-made materials also receive **much** use. The least used materials at the first-grade level include programmed material, periodicals, newspapers, and multilevel instructional kits.

At the fourth-grade level, basal readers are used most often, and workbooks and trade books are next in order of frequency. Teacher-made materials and supplementary materials also receive frequent use in the instructional program.

Teacher responses indicate that basal reader manuals and workbooks receive **much** emphasis in the teaching of study skills at the fourth-grade level. Teacher-made skill material, content-area textbooks, and multilevel skill-building kits receive **some** attention. When considering the use of resources other than texts in content areas, teacher-pupil discussion and the use of pictures are the two most used mediums at both the first- and

FIGURE 2.11—USE OF INSTRUCTIONAL MATERIALS



N (Gr. 1) - 6,334* N (Gr. 4) - 5,480**

*First-grade Teachers' Survey, Questions 120-125 (Much responses only)
**Fourth-grade Teachers' Survey, Questions 114-119 (Much responses only)

fourth-grade levels. Field trips and films or filmstrips are the least used resources in content-area development.

The particular piece of equipment that receives the most use in teaching reading at the kindergarten and first-grade level is the record player. The least used at these levels are the film projector, tape recorder, and overhead projector. At the fourth-grade level, all types of equipment are used at least some of the time. Listening stations and teaching machines are generally unavailable in most schools.

Conclusion: Basal readers accompanied by work-books comprise the major vehicle for teaching reading. Supplementary intensive phonics programs in Grade 1 and trade books in Grade 4 are also widely used.

It is recommended that materials such as trade books, newspapers, magazines, and audio-visual media be given a more prominent role in the reading program.

FACILITIES

It is through library books that children discover the thrill of reading, and it is through reading these books that children practice the skills taught in the instructional phase. Sixty-two per cent of the elementary schools have a central library. Library books are also housed in 68% of the classrooms. In addition to the central and classroom libraries, a public library is easily accessible to children in 65% of the schools.

Within these schools, the children have a ratio of 1-5 books per child in 41% of the schools, 6-10 books per child in 34% of the schools, and 11-20 books per child in 14% of the schools.

Thirty-two per cent of the schools contain libraries staffed part-time by an adult. Twenty-seven per cent of the schools have a part-time librarian. Only 17% of the central school libraries are staffed full-time.

In 64% of the schools, individuals or small groups of children are permitted to use the library during school hours. Approximately the same percentage of schools have part-time or full-time librarians. From these data it appears that the use of the central library is generally dependent upon staffing.

Conclusion: Library facilities are inadequate for most children, and the staffing of them appears to be part-time in most cases. The number of books in the majority of central libraries is well below the number recommended in American Library Association standards.

It is recommended that a central library be established in every elementary school with the minimum number of volumes and adequate staff as recommended by the American Library Association.

EXPENDITURES

Forty-one per cent of the schools expend $2.00-3.99 per pupil for materials and equipment specifically related to reading. Fifteen per cent of the schools spend $6.00 or more per pupil. (Note: These expenditures do not include funds expended for library books and content subject materials.)

Most principals give higher priority to needs other than acquisition of material. When asked: "Assuming adequate budget, which of the following would you do first to improve and/or extend your present program?", the three most frequent responses were: hire remedial teachers (38%), give classroom teachers released time (26%), and hire reading consultants (25%). Only 9% of the principals indicated they would purchase more material. The preference appears to be toward personnel rather than materials.

E. *Personnel and Training*

Teachers at the kindergarten, first-, and fourth-grade levels have a fairly even distribution of years of teaching experience. The largest percentage of teachers (24% of kindergarten and first-grade teachers and 23% of fourth-grade teachers) have more than 20 years of experience. Seventeen per cent of the kindergarten teachers and 21% of first- and fourth-grade teachers have less than three years of experience.

Fifty-one per cent of teachers at the kindergarten level, 54% at the first- and 64% at the fourth-grade level have six or fewer years of experience at their respective, present grade levels. At the other end of the scale, 26% of the kindergarten, 26% of the first- and 17% of the fourth-grade teachers have had 13 or more years of experience at their present grade levels. These data suggest that there may be a fairly high degree of reassignment of teachers to different grade levels from time to time. The trend favors teachers remaining at lower grade levels for longer periods of time than at the intermediate grade levels.

Fifty-nine per cent of the kindergarten, 74% of the first- and 70% of the fourth-grade teachers have had at least one reading course in the past six years. The majority of teachers who took a reading course within the past three years rated the course very good or good.

In-service programs of one-day duration (or equivalent) were rated very good or good by the majority of teachers who participated within the past three years. Teachers rated the in-service programs conducted by the state department, professional organization and/or college or university as more effective than those programs conducted by local personnel or by a commercial enterprise. In-service programs were funded more frequently through use of local funds (78% of the time) as compared with federal funds (17% of the time).

All things considered, the teachers indicate that the greatest influence upon them has been the help given by an experienced colleague. Forty-seven per cent of the kindergarten, 52% of the first- and 45% of the fourth-grade teachers indicate that an experienced colleague was a very valuable source of help. Also highly rated was aid given by the local supervisor or consultant.

CHAPTER 3
SECONDARY SCHOOL SURVEY

The results of the secondary school survey are reported in terms of total school responses. Teachers responsible for teaching reading in a school were directed to complete one questionnaire, as a group, for each school. Teachers were surveyed at two grade levels, the seventh and the tenth. The seventh-grade study represents 559 schools and approximately 1,200 teachers. The tenth-grade study represents 296 schools and approximately 600 teachers.

This chapter consists of three parts: conclusions and recommendations based on the data obtained from the seventh-grade survey; conclusions and recommendations based on the data obtained from the tenth-grade survey; and an analysis of the major similarities and differences between the seventh- and tenth-grade findings.

A. Seventh-grade Survey

This section presents data obtained from the seventh-grade questionnaire. It describes the schools surveyed, the developmental reading program, the remedial reading program, materials used in reading programs, library facilities, and teachers' background.

DESCRIPTION OF SCHOOLS SURVEYED

The 559 schools reporting are located in five of the New England states: Connecticut (178), Maine (145), Massachusetts (188), New Hampshire (33) and Rhode Island (15). Vermont did not participate in the secondary school survey.

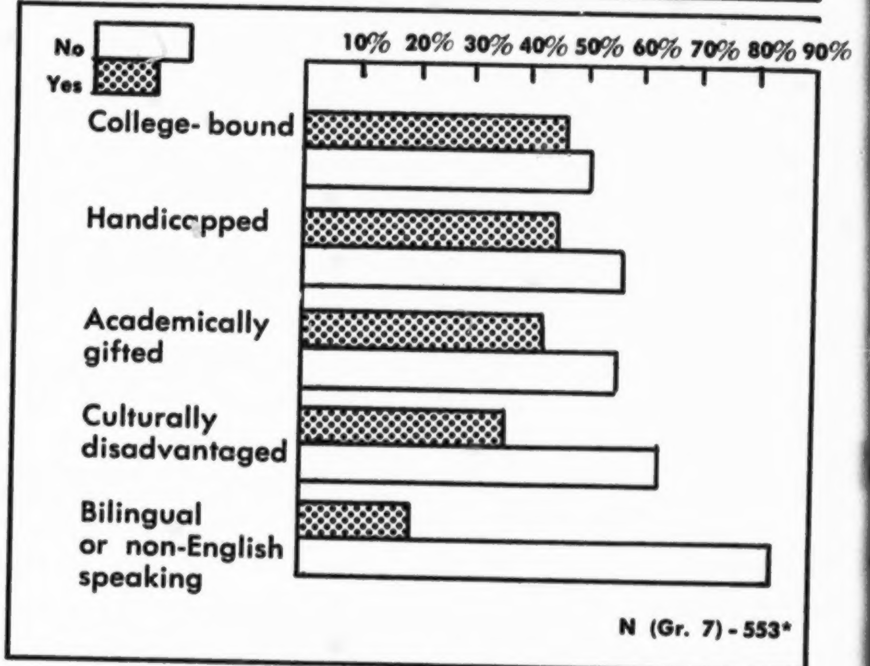
Eighty-four per cent of the schools surveyed contain 300 or fewer seventh-grade pupils, and 14% have more than 300 pupils assigned to the seventh grade.

In 35% of the schools, most of the student population comes from rural areas. In 34% most reside in suburban areas, and in 22% the majority dwell in urban areas. Thirty-six per cent of the schools have pupils mainly from average-income homes, while in 17% of the schools the students come mainly from homes with below-average income, and in 16% from homes with above-average income. An additional 29% of the schools surveyed draw their pupils mainly from homes with a wide range of income.

In 47% of the schools reporting, the majority of students' parents have a high school diploma. In another 29% of the schools, the majority of the parents have some education beyond high school. Fifteen per cent report that most of the students' parents have less than a high school diploma, while in 7% of the schools the majority of students have parents who have been graduated from college.

Forty-nine per cent of the schools report the existence of a specific reading program for the college-bound student. Forty-five per cent say they have special reading programs for physically, emotionally, perceptually, neurologically or mentally handicapped students. Forty-two per cent indicate they have programs for gifted or superior students. The culturally disadvantaged student will find a specific program designed for him in 37% of the schools, and the bilingual or non-English-speaking pupil will find a specific program designed for him in 17% of the schools.

FIGURE 3.1—AVAILABILITY OF READING PROGRAMS FOR SPECIAL STUDENTS IN GRADE 7



*Seventh-grade Teachers' Survey, Questions 10-14

Conclusion: The majority of responding schools are concentrated in three states: Connecticut, Maine, and Massachusetts. There is a wide distribution among those schools in terms of school size, residential area, family income and education of parents.

Fewer than 50% of the schools have special programs to meet the needs of college-bound, academically-gifted or handicapped pupils.

It is recommended that every school develop and/or maintain several kinds of reading programs designed to meet the educational needs of all of its pupils and closely coordinated with corresponding programs in the elementary schools.

DEVELOPMENTAL READING PROGRAM

For purposes of this survey the developmental reading program was defined as a specific, organized, sequential program aimed at the development of pupils' reading skills and interests.

In 41% of the schools, the developmental program is based on a curriculum guide that was written or revised since 1960. The remaining schools either do not have a written guide or have one that has not been revised since 1960.

Sixty per cent of the schools report that no consultant or supervisor is available. In 20% of the schools a consultant is available one or more days per week, and in 17% a consultant is available for varying amounts of time.

Forty-six per cent of the schools provide all or most seventh graders with developmental reading instruction in separate reading classes; 30% in English classes; and 11% in other content-area classes. In 20% of the schools there is **no** developmental reading instruction in separate classes; 46% report **no** reading instruction in their English classes, and 69% have **no** instruction in other content-area classes. Table 3.1 contains a complete analysis of schools providing developmental reading classes.

Thirty-one per cent of the schools have four or more class periods per week in reading for the "typical" student. Sixteen per cent of the schools have three periods per week, and 22% have two periods per week.

Conclusion: The majority of reading programs are not based on an up-to-date curriculum guide.

> ***It is recommended that curriculum guides be developed or revised so that an up-to-date document will form a basis for school reading programs.***

TABLE 3.1 — PERCENTAGE OF SCHOOLS IN WHICH SEVENTH-GRADE PUPILS RECEIVE DEVELOPMENTAL READING INSTRUCTION

	% of Schools		
Pupils	Dev. Reading in Separate Classes	Dev. Reading in English Classes	Dev. Reading in Content Classes
All	42.6%	24.0%	9.7%
85%-99%	4.8	5.7	1.3
16%-84%	16.5	9.7	8.2
1%-15%	14.3	12.5	10.4
None	20.0	46.3	68.7

Conclusion: The majority of schools lack adequate consultant and supervision services.

> ***It is recommended that adequate consultant services be provided. The teacher-consultant ratio should not exceed 50:1.***

Conclusion: When seventh-grade pupils receive developmental reading instruction, it most often occurs in separate reading classes, less often in English classes, and least often in other content-area classes.

> ***It is recommended that developmental reading instruction be taught in separate classes and that it also become an integral part of the teaching in all curriculum areas.***

REMEDIAL READING PROGRAM

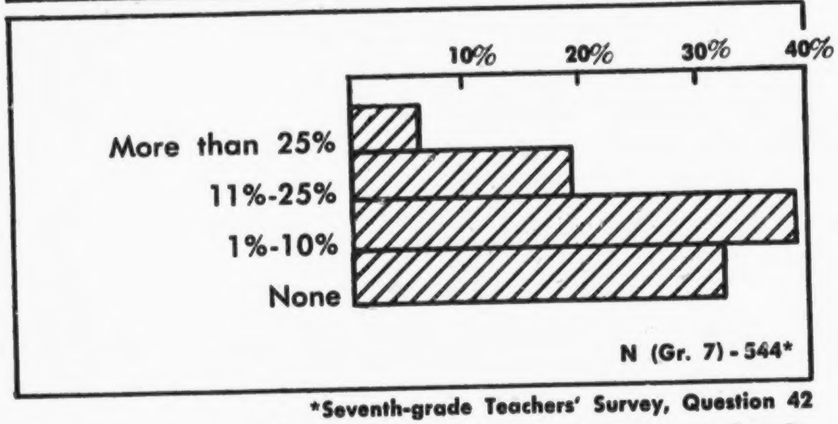
For the purposes of this survey, remedial reading is defined as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Sixty-three per cent of the schools report a remedial/corrective program for seventh-grade pupils. In 39% of the schools, 1-10% of the students receive remedial instruction. In 20% of the schools, 11-25% of the population receive remedial help. In 6% of the schools, more than one-fourth of the students are in the remedial/corrective program.

Remedial students in 29% of the schools receive instruction for a varied number of periods per week, depending upon individual needs. In 32% of the schools, three or more periods per week are devoted to remedial instruction for students in the program. Pupils in 17% of the schools have two periods per week, and in 8% they have only one period per week for remedial instruction.

Forty-seven per cent of the schools have one teacher, 8% have two, and 6% have three or more teachers at the seventh grade level who teach remedial reading. A substantial number of these teachers, it would appear, are not teaching reading as their major assignment. Thirty-two per cent of the schools have one reading teacher and 6% have two or more reading teachers devoting more than half their time to the remedial/corrective program. Fifty-nine per cent of the schools report no teachers devoting more than half-time to the remedial/corrective program.

Conclusion: In more than one-third of the schools no remedial/corrective instruction is available at the seventh-grade level.

FIGURE 3.2-PERCENTAGE OF SEVENTH-GRADE PUPILS RECEIVING REMEDIAL/CORRECTIVE INSTRUCTION



*Seventh-grade Teachers' Survey, Question 42

It is highly improbable that the schools that have no remedial/corrective program have no pupils who experience reading difficulty. It is recommended that all schools establish and maintain remedial/corrective programs to meet the needs of pupils with reading handicaps.

Conclusion: Although almost two-thirds of the schools report they conduct remedial/corrective programs, the size of the staff for such programs appears inadequate.

It is recommended that remedial/corrective programs be adequately staffed with qualified reading personnel.

MATERIALS USED IN READING PROGRAMS

Reading teachers use a wide variety of materials in the developmental reading programs at the seventh-grade level. Reading texts and workbooks receive **frequent** or **very frequent** use in 80% of the schools, and library books receive **frequent** or **very frequent** use in 66% of the schools. Kits or boxed materials are used frequently or very frequently in 51% of the schools. Among the least used materials in developmental reading programs are audio-visual materials and such reading machines as tachistoscopes and pacers.

A wide variety of materials are also used in the remedial/corrective programs. Reading texts and workbooks are used **frequently** or **very frequently** in 61% of the schools. Kits or boxed materials receive **frequent** or **very frequent** use in 43% of the schools. In remedial/corrective programs, the least used materials are periodicals and pamphlets.

LIBRARY FACILITIES

A central library is available in 79% of the schools surveyed. In 30% of these schools, the central library is available to students during the full school day and out-of-school hours as well, while 26% of the schools have the central library available throughout the school day only. Seventeen per cent make the library available after school hours only or for only part of the school day.

Full-time librarians staff the libraries in 52% of the schools. In 73% of these schools instructional periods are devoted to the teaching of library skills, such as locational skills and use of the card catalog.

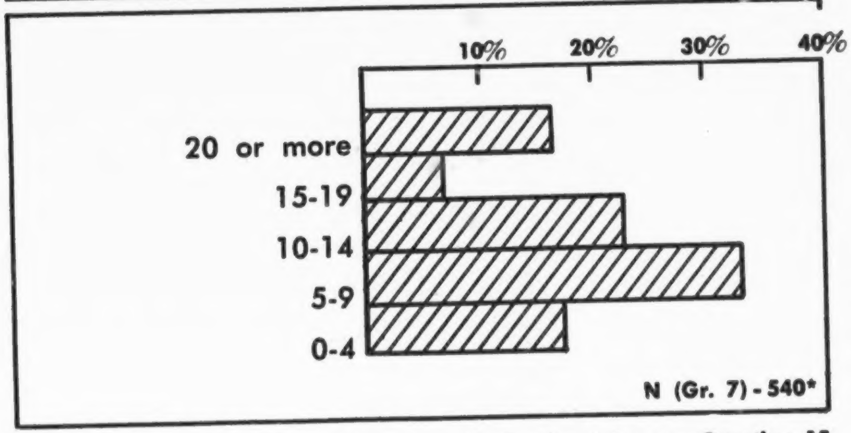
In more than half of these schools the approximate number of library books available per student is fewer than 10. This would mean that, in schools with approximately 100 pupils in grade 7, there are fewer than 1,000 books available. In 17% of these schools, 20 or more books are available per pupil.

Conclusion: School libraries are available to the majority of seventh-grade students.

The number of books available in most school libraries appears to be inadequate to meet the reading needs of pupils.

It is recommended that school libraries be available to every seventh-grade student, and that they meet the 1968 minimum standards of the American Library Association.

FIGURE 3.3—NUMBER OF LIBRARY BOOKS AVAILABLE PER STUDENT IN GRADE 7



*Seventh-grade Teachers' Survey, Question 15

READING TEACHER EXPERIENCE AND TRAINING

Thirty-three per cent of the schools have one teacher who has had one or two years of experience teaching, and the same percentage of schools have one teacher who has had five or more years experience teaching reading. Two or more teachers with one or two years experience teaching reading are in 36% of the schools, and two or more teachers with five or more years of such experience are in 26% of the schools.

Generally, content-area teachers do not have assignments teaching reading. Sixteen per cent of the schools have one content teacher with one or two years of experience teaching reading, and 19% have two or more teachers with one or two years of such experience. Eleven per cent of the schools have one content-area teacher with five or more years of experience teaching reading, and 16% report two or more teachers have five or more years of such experience.

Forty-seven per cent of the schools have one teacher who has three or more college credits in developmental reading, 44% have one teacher with three or more credits in remedial/corrective reading, and 45% have one teacher with three or more credits in children's or young adult literature. Thirty-two per cent of the schools have two or more teachers with three or more credits in developmental reading, 18% have two or more teachers with three or more credits in remedial/corrective reading, and 24% have two or more teachers with three or more credits in children's or young adult literature.

During the 1967-68 academic year, 45% of the schools surveyed had no seventh-grade teacher taking a college course in the teaching of reading, 82% had no one participating in State Department of Education programs, 61% had no one participating in locally sponsored workshops, and 82% had no one participating in publishers' workshops. In at least 68% of those schools, however, one or more individuals would like to participate in a college course or State Department-sponsored program.

Teachers, in terms of content of in-service programs, desire help in teaching such reading skills as study skills, word analysis, and development of speed. Eighty-two per cent of the schools indicate that one or more teachers would like such a program. Diagnosing reading problems and organizing reading programs are also topics most teachers would like to study. Also, 70% of the schools report that one or more teachers would like an in-service program on emotional, social, perceptual, or intellectual factors and how they affect reading.

Conclusion: Of the total number of seventh-grade respondents (approximately 1,000 reading teachers), less than one-third have three or more credits in teaching reading.

Reading personnel participation in in-service programs during the 1967-68 academic year was very limited; yet very large numbers of teachers express a desire to participate in in-service programs.

> ***It is recommended that the minimal amount of training for any individual engaged in teaching reading be one course in each of the following areas: developmental, remedial, children's or young adult literature.***
>
> ***It is also recommended that individuals engaged in teaching reading who have these minimal qualifications be encouraged to work toward the New England Reading Association and International Reading Association standards.***
>
> ***Further, it is recommended that more state and local in-service programs be offered to meet the expressed needs of reading personnel.***

B. Tenth-grade Survey

This section presents data obtained from the tenth-grade questionnaire. It describes the schools surveyed, the developmental reading program, the remedial reading program, materials used in reading programs, library facilities, and teachers' background.

DESCRIPTION OF SCHOOLS SURVEYED

The 296 schools reporting are located in five of the New England states: Connecticut (78), Maine (56), Massachusetts (129), New Hampshire (25), and Rhode Island (8). Vermont did not participate in the secondary school survey.

Seventy-two per cent of the schools surveyed enroll 300 or fewer tenth-grade pupils; 25% have more than 300 pupils assigned to the tenth grade.

In 36% of these schools the majority of students come from suburban areas. In 29% they come mainly from rural areas, and in 22% they come mainly from urban areas. The majority of pupils in 41% of these schools are from homes of average family income, while in 17% most pupils come mainly from homes with above-average income, and in 18% from below-average homes.

The parents of pupils in 48% of these schools may best be described as having received a high school education, and in 28% as having completed work beyond high school. Thirteen per cent of the schools report that parents generally have less than a high school diploma, and 7% report that most parents have completed college work.

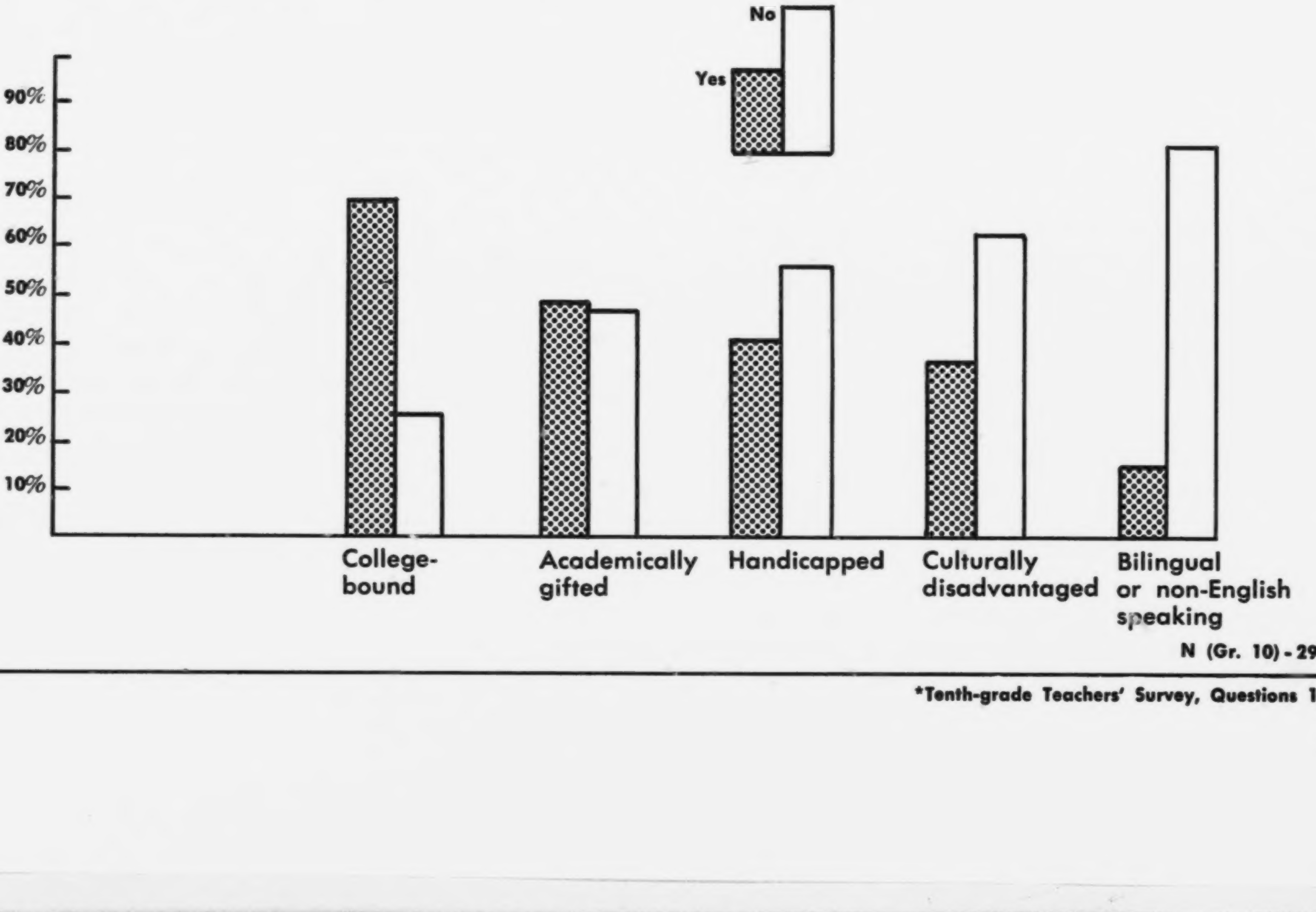
Seventy per cent of these schools indicate they have a specific program to meet the needs of the college-bound students, and 50% have programs for academically-gifted or superior students. Forty-one per cent of them have programs for physically, emotionally, perceptually, neurologically, or mentally handicapped students. Thirty-six per cent of the schools have specific programs for culturally disadvantaged pupils, and 16% have programs for bilingual or non-English speaking students.

Conclusion: Eighty-nine per cent of the schools reporting are located in Connecticut, Maine, and Massachusetts. On the basis of school size, residential area, family income, and parental educational level, there is a wide range represented within the group of responding schools.

The majority of schools offer a special program for college-bound and superior students. Programs for culturally disadvantaged, physically, emotionally, perceptually, neurologically, or mentally handicapped students do not exist in most schools.

It is recommended that every school develop and/or maintain specific reading programs designed to meet the educational needs of all of its pupils.

FIGURE 3.4—AVAILABILITY OF READING PROGRAMS FOR SPECIAL STUDENTS IN GRADE 10



*Tenth-grade Teachers' Survey, Questions 10-14

DEVELOPMENTAL READING PROGRAM

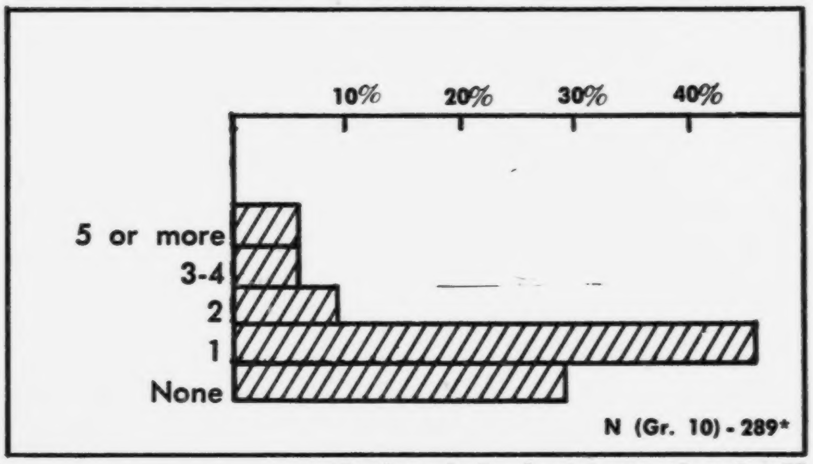
In this survey, the developmental reading program is defined as a specific, organized, sequential program for the development of pupils' reading skills and interests.

At the tenth-grade level, 36% of these schools have a developmental reading program based on a curriculum guide that was written or revised since 1960. The remaining schools either have no written guide or have one that has not been revised since 1960. Furthermore, 70% of the schools do not have a reading consultant available. In 12% of the schools a consultant is available one or more days per week. In 16% a consultant is available less than one day a week or is available on request for varying amounts of time.

Forty-seven per cent of the schools report that **no** program in developmental reading, taught in separate classes, is available for any tenth-grade student. But in 5% of the schools, **most** (85% or more) of the pupil population receives developmental reading instruction in separate classes. Forty-two per cent of the schools report that **no** developmental reading instruction is given in English classes, but in 26% of the schools **most** (85% or more) of the student population receives developmental reading instruction in English classes. In 73% of the schools, **no** developmental reading instruction is given in content-area classes other than English.

In 46% of the schools, one teacher teaches developmental reading at the tenth-grade level. There are two teachers who teach developmental reading in 10% of the schools, and three or more teachers in 12% of the schools. No one teaches developmental reading in 30% of the schools.

FIGURE 3.5—NUMBER OF TEACHERS WHO TEACH DEVELOPMENTAL READING IN GRADE 10



*Tenth-grade Teachers' Survey, Question 20

In 64% of the schools, no content-area teacher teaches reading as a regularly assigned part of his content-area teaching. In 58% of the schools, no one teaches developmental reading 50% or more of his time. In 35% of the schools, one person teaches developmental reading 50% or more of his time.

Developmental reading instruction in separate reading classes is taught for two periods per week in 20% of the schools, and three or more periods per week in 21% of the schools. In schools that have instruction in content-area classes, one class period a week is devoted to developmental reading in 14% of the schools, two periods per week in 8%, and three or more periods a week in 13% of the schools. The "typical" student in 51% of the schools receives no developmental reading instruction in separate classes, and in 62% of the schools he does not receive reading instruction in content-area classes.

Conclusion: Developmental reading instruction at the tenth-grade level is offered infrequently. When it is offered, it is most likely to appear as part of the instruction in English classes.

> ***It is recommended that in all schools, even those that have separate reading classes, responsibility for the developmental reading program be shared by all content-area teachers.***

Conclusion: Reading programs at the tenth-grade level generally lack reading consultant services.

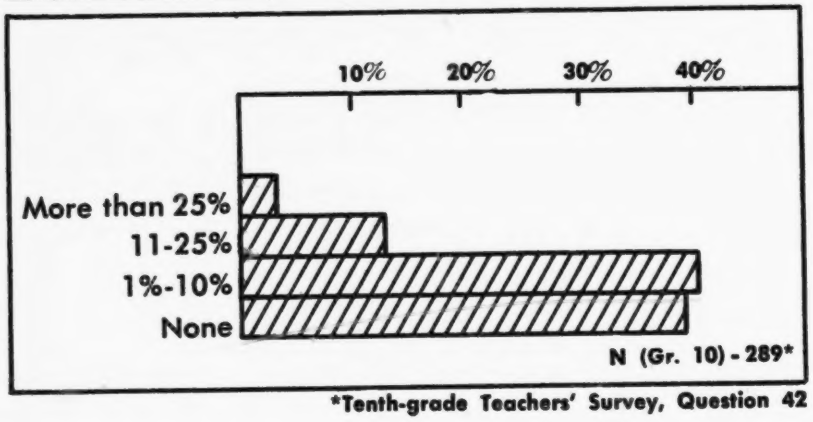
> ***It is recommended that in all schools the developmental reading program be supported by adequate consultative services.***

REMEDIAL/CORRECTIVE READING PROGRAMS

Remedial reading is defined, for the purpose of this survey, as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Fifty-five per cent of the schools report remedial/corrective programs at the tenth-grade level.

In 41% of the schools, 1-10% of the students receive remedial/corrective instruction, and in 17% of the schools 11-25% are in remedial programs. Generally, the pupils in such programs receive instruction two, three, four, or more periods per week. Thirty-five per cent of

FIGURE 3.6—PERCENTAGE OF TENTH-GRADE PUPILS RECEIVING REMEDIAL/CORRECTIVE INSTRUCTION



*Tenth-grade Teachers' Survey, Question 42

the schools vary the number of instructional periods to meet the needs of individual pupils. In 46% of the schools, one remedial teacher is responsible for the remedial/corrective program at the tenth-grade level.

Conclusion: Remedial/corrective instruction is available in slightly more than half the schools at the tenth-grade level.

It is recommended that all schools establish and maintain remedial corrective programs to meet the needs of pupils with reading handicaps.

MATERIALS USED IN READING PROGRAMS

A wide variety of materials are used in the developmental reading program at the tenth-grade level. Reading texts or workbooks receive **frequent** or **very frequent** use in 57% of the schools. Content-area texts, library books, kits or boxed materials receive **frequent** or **very frequent** use in 45% of the schools. In 31% of the schools, periodicals and pamphlets are used **infrequently**. The **least frequently** used materials in developmental reading programs are reading machines, such as tachistoscopes and pacers.

Reading texts or workbooks receive **frequent** or **very frequent** use in the remedial/corrective programs in 53% of the schools. Kits or boxed materials receive **frequent** or **very frequent** use in 47% of the schools. The least used materials in remedial/corrective programs at the tenth-grade level are periodicals, pamphlets, and library books.

Conclusion: A wide variety of materials are used in both the developmental and remedial/corrective programs, with heaviest emphasis on reading texts and workbooks.

It is recommended that greater emphasis be given to materials, i.e., periodicals and pamphlets, which are more closely related to the current needs and interests of students.

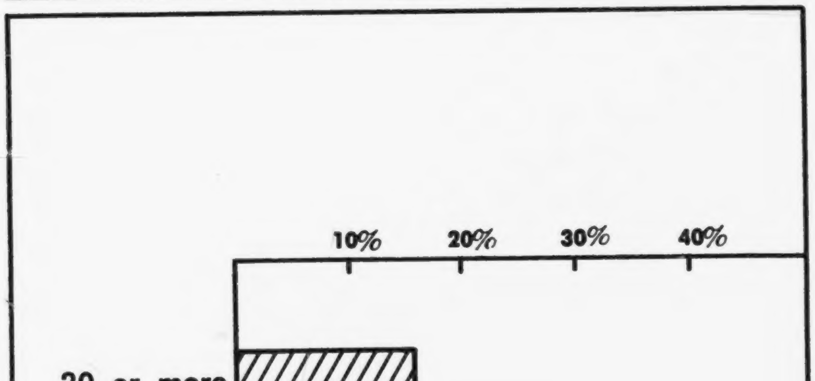
LIBRARY FACILITIES

In 95% of the schools, a central school library is available. Sixty-one per cent of the schools make the library available during the full school day and out-of-school hours as well, while 29% of the schools make the library available throughout the full school day only.

Eighty per cent of these schools have one or more full-time librarians.

In 78% of these schools, instructional periods are devoted to the teaching of library skills, such as locational skills and the use of the card catalog.

FIGURE 3.7—NUMBER OF LIBRARY BOOKS AVAILABLE PER STUDENT IN GRADE 10



*Tenth-grade Teachers' Survey, Question 15

There is a wide variation among schools with respect to the number of volumes contained in the school libraries. In 33% of the libraries, there is an average of 5-9 books available per student; in 28% there are 10-14 books available per student. At the extremes, 20 or more books per student are available in 16% of the schools, and 0-4 books per student are available in 10% of the school libraries.

Conclusion: School library facilities are available to tenth-grade students in the large majority of schools.

The number of books available in many libraries appears to be inadequate to meet the reading needs of students.

It is recommended that central school libraries be available to every tenth-grade student, and that they contain an adequate number of volumes as recommended by the 1968 Standards of the American Library Association.

READING TEACHER EXPERIENCE AND TRAINING

Thirty per cent of these schools have one teacher with one or two years of experience in teaching reading, and 35% have one teacher with five or more years of such experience. Schools with two or more persons teaching reading tend to have teachers with one or two years of experience in teaching reading rather than more experienced teachers. Among the relatively small number of content-area teachers who teach reading, 15% of the schools have one person, 9% have two, and 10% have three or more individuals with one or two years of experience in teaching reading. Smaller percentages of schools report content-area personnel with five or more years of experience in teaching reading.

In 45% of the schools one reading teacher has three or more college credits in developmental reading, and one reading teacher has three or more college credits in remedial/corrective reading. Thirty-four per cent of the schools report that none of the teachers has three or more credits in developmental reading. In 17% of the schools there are two or more reading teachers with three or more credits in developmental reading, and 15% of the schools have two or more reading teachers with three or more credits in remedial/corrective reading. In 38% of the schools, one teacher has three or more credits in children's or young adult literature. In 57% of the schools, there are no content-area teachers who have college credits in developmental reading.

During the 1967-68 academic year, no teacher in 45% of the schools and one teacher in 38% of the schools participated in college or university reading courses. Seventy-eight per cent of the schools have no teacher who participated in State Department of Education programs. One or more teachers in 14% of the schools participated in such programs. Twenty-seven per cent of the schools had one or more teachers who participated in locally sponsored programs.

In 45% of the schools, one or more persons expressed an interest in college or university reading courses, or in State Department of Education or locally sponsored in-service programs. In more than 25% of the schools, no individual expressed an interest in participating in such in-service programs. It may be noted that these responses are from groups of teachers who have responsibility for the reading program.

Conclusion: Of the total number of tenth-grade respondents (approximately 500 reading teachers), slightly more than one-third have three or more credits in teaching reading.

Reading personnel participation in in-service programs during the 1967-68 academic year was slight. However, teachers in nearly half of the schools expressed a desire to participate in in-service programs.

It is recommended that the minimal amount of training for any individual engaged in teaching reading be one course in each of the following areas: developmental, remedial, children's or young adult literature.

It is also recommended that individuals engaged in teaching reading who have these minimal qualifications be encouraged to work toward the New England Reading Association and International Reading Association standards.

Further, it is recommended that more state and local in-service programs be offered to meet the expressed needs of reading personnel.

C. *Comparison of Programs and Practices at the Seventh- and Tenth-grade Levels*

The population surveyed is essentially the same at the seventh- and tenth-grade levels. The tenth-grade study includes a few more schools in suburban areas and slightly fewer in rural areas. The tenth-grade classes also tend to be larger. For example, only 4% of the seventh grades but 15% of the tenth grades enrolled more than 400 pupils.

An almost identical number of schools at the two grade levels provide programs to meet the special needs of pupils. The one difference between the two levels lies in the provision of programs for the college-bound: only 49% of the schools provide such programs in grade seven while 70% provide them in grade ten.

Although reading consultants are not generally available at either level, they are even less frequently available at the tenth-grade level.

There is a marked decrease in developmental reading instruction in separate classes at the tenth-grade level. Whereas 43% of the schools give all seventh graders developmental reading instruction, only 4% of the schools provide all tenth graders such instruction in separate classes.

Developmental reading instruction in English classes is approximately the same at both grade levels. There is a slight decrease in reading instruction in other content-area classes at the tenth-grade level.

In schools that have developmental programs, the pattern at the seventh grade tends to be either four or more periods per week or two periods per week. At the tenth grade, almost half of the schools that offer a developmental program follow a two-period-per-week program. When contrasted with programs at the seventh-grade level, there is a marked decrease at the tenth-grade level in frequency of programs offered and in numbers of teachers.

Reading texts or workbooks for teaching reading skills appear to be the mainstay of the majority (80%) of the seventh-grade developmental programs. At the tenth-grade level, there is somewhat less dependence on reading texts and slightly increased use of reading machines and audio-visual materials.

There is a slight decrease in remedial/corrective programs from the seventh- to the tenth-grade levels (63% as contrasted with 55%). Approximately the same percentage of schools offer remedial/corrective instruction to 1-10% of their students, but far fewer tenth-grade programs give instruction to 11% or more of their student populations. The number of periods per week for remedial instruction is approximately the same at both levels, and there is a very slight decrease in the number of remedial teachers at the tenth-grade level.

Possibly the greatest difference between seventh- and tenth-grade programs occurs in library facilities. Tenth graders in 95% of the schools have access to central school libraries, and 61% of the schools make these libraries available during the full school day and out-of-school hours as well. In contrast, seventh graders in 79% of the schools have access to central school libraries, and 39% of the schools make these libraries available during the full school day and out-of-school hours as well. Eighty per cent of the libraries serving tenth graders are staffed by one or more full-time librarians, whereas only 52% of those serving seventh graders are so staffed.

Reading teachers at the seventh-grade level appear to be somewhat better prepared than tenth-grade reading teachers in terms of college credits in developmental reading. There is little or no difference between seventh- and tenth-grade reading teachers in terms of credits in remedial/corrective reading and children's or young adult literature.

Seventh-grade reading teachers have participated in more in-service programs than have tenth-grade teachers. Seventh-grade teachers also indicate somewhat more interest than tenth-grade teachers in participating in in-service programs if they become available.

CHAPTER 4

CONSULTANT SURVEY DATA

For the purpose of this study, a consultant is defined as a person who spends 50% or more of his time supervising or consulting with teachers, or working with administrators on matters concerning the teaching of reading at some level, kindergarten through grade 12.

A total of 124 consultants responded to the questionnaire. Fifty-three per cent of these are in Connecticut, 29% in Massachusetts, 12% in Maine, 3% in New Hampshire, and 3% in Rhode Island. Vermont did not participate in the consultant survey.

Twenty-five per cent of the consultants are full-time supervisors. Twenty per cent spend most of their time in reading supervision/consultant work and the rest of the time teaching reading or diagnosing pupils' reading abilities. Twenty-eight per cent spend about half of their time doing remedial work. More time is spent with reading-connected programs or personnel at the primary grade levels than at upper grade levels.

Most of the consultants are experienced teachers. Thirty per cent have more than 20 years of teaching experience, 29% have 13-20 years, and 28% have 7-12 years. The relative newness of the consultants' position in education is indicated by the fact that 31% of the consultants have been in that position fewer than three years and 33% have been consultants for 3-6 years. Only 13% have been consultants for 13 or more years.

Prior to assuming their present roles, 51% of the consultants were elementary school teachers, 20% were reading teachers, and 18% were English teachers.

Forty-nine per cent of the consultants hold Masters degrees and 37% hold Masters degrees plus 30 hours in graduate education. Six per cent hold doctoral degrees. In their preparation, 60% have more than 21 credit hours in reading courses and 29% have 16-21 credit hours, while only 2% have fewer than nine credit hours in reading. Sixty-nine per cent have had at least one reading course within the past two years.

In descending order, according to time spent in each, consultant's time is spent working: (1) with teachers (outside their teaching periods), administrators, or other supervisors; (2) with teachers (during their teaching periods); (3) with children in the remedial/corrective program; (4) with children in developmental or content classes; (5) on the curriculum development; and (6) in "other" activities.

Working with teachers (outside their teaching periods), administrators, or other supervisors. Among the consultants responding, 92% spend **some** or **much** time discussing existing programs with teachers or administrative personnel, and 83% indicate they spend **some** or **much** time planning or developing new programs and formulating or assessing procedures for evaluating the existing program. In contrast, 37% spend **little** or **no** time planning or participating in orientation programs, and 42% spend **little** or **no** time planning, implementing or conducting in-service programs.

Working with teachers (during their teaching periods). These consultants report they spend the largest portion of time in this category diagnosing pupils' reading progress. Seventy-nine per cent of the consultants spend **some** or **much** time diagnosing pupils' progress. In addition, 60% spend **some** or **much** time observing teachers for the purpose of offering assistance. On the other hand, **little** or **no** time is spent by most of the consultants in evaluating teacher performance.

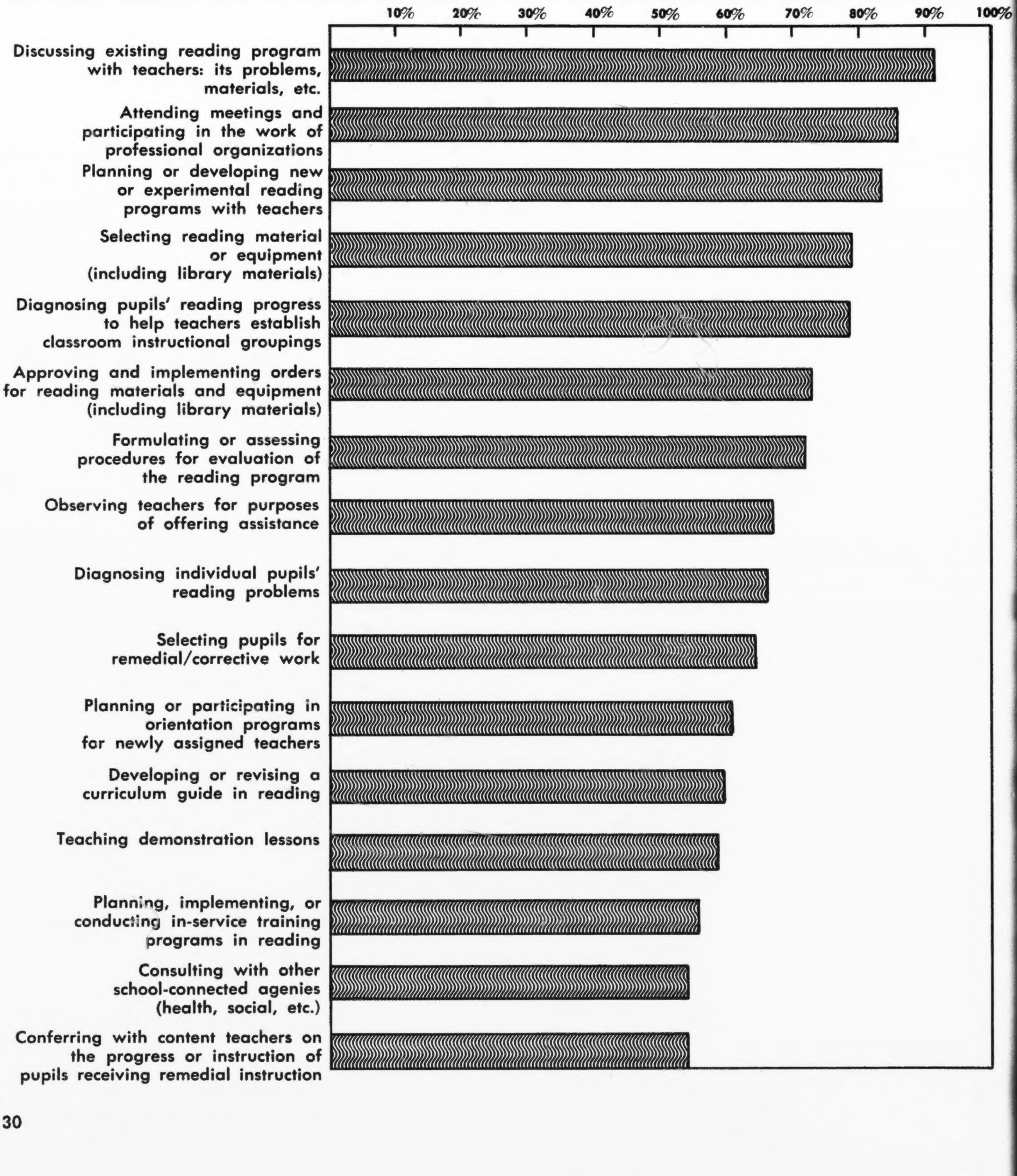
Working with children in remedial/corrective programs. Among the consultants responding, 32% spend **no** time in this activity while 66% spend **some** or **much** time diagnosing individual pupils' problems. Sixty-four per cent spend **some** or **much** time selecting pupils for remedial work, and 31% of these consultants spend **much** time teaching remedial reading.

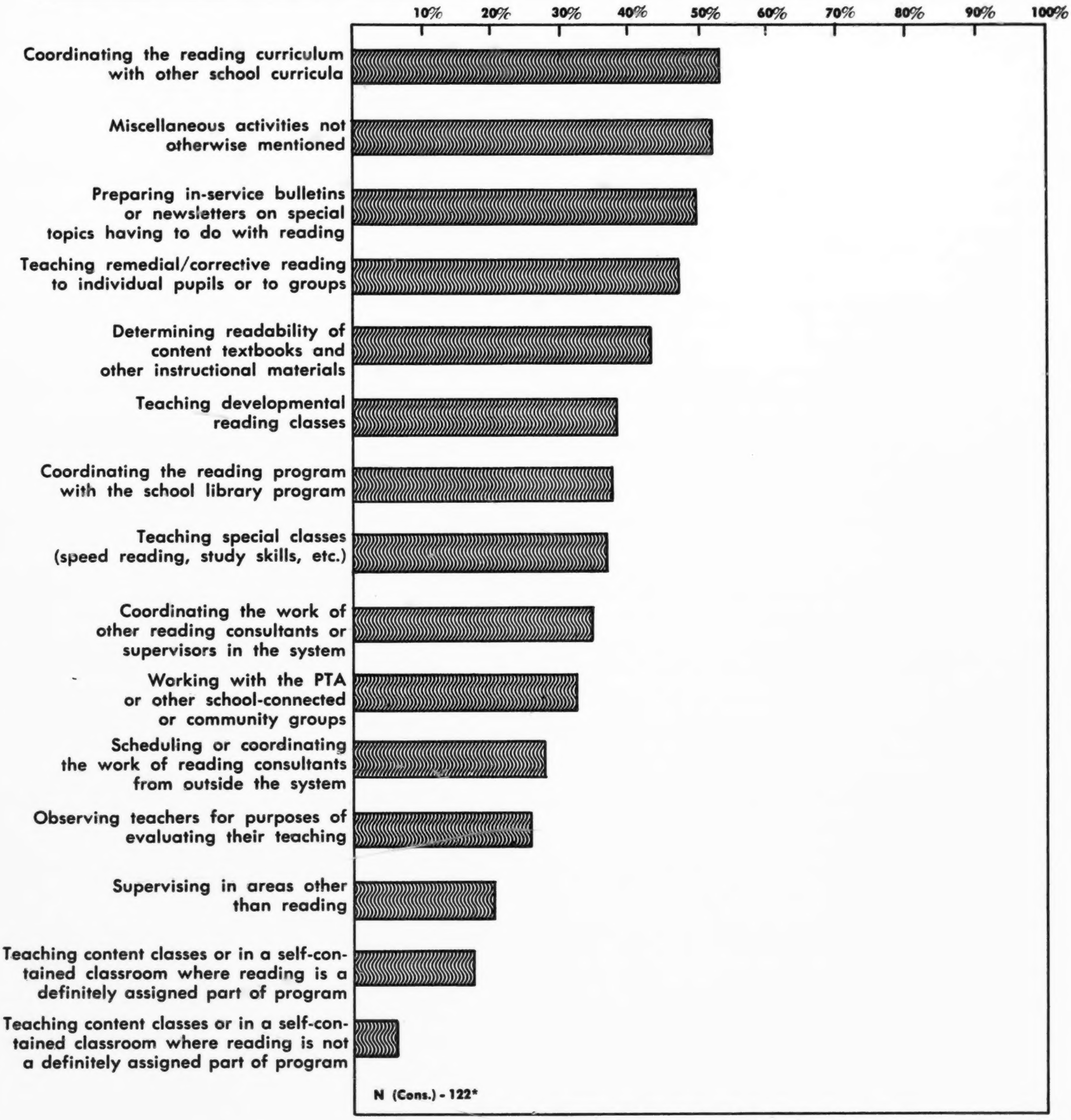
Working with children in developmental or content classes. When asked to indicate whether they spend **much, some, little** or **no** time, the majority of consultants indicated they do not spend **much** time working with children in developmental reading or content classes. The 41% who do devote **much** or **some** of their time to this category do so by teaching developmental reading or other special reading classes.

Working on curriculum development. The consultants' responses indicate a very small amount of time is devoted to activities within this category. The selection and ordering of materials and equipment receive **some** attention by 31% of the consultants, while 40% spend **some** time revising curriculum guides.

Working in "other" activities. When compared to the other categories surveyed, the least amount of consultant time was devoted to "other" activities. The major portion of "other"-activity time is devoted to attending

FIGURE 4.1—PERCENTAGE OF READING CONSULTANTS WHO GIVE SUBSTANTIAL EMPHASIS TO SELECTED ACTIVITIES





* Consultants' Survey, Questions 12-42 (Much and some responses only)

meetings. (Forty-two per cent of the consultants say they spend **much** time attending meetings.) Another significant portion of this time is spent by some consultants in coordinating the work of other reading consultants. (Thirty-five per cent spend **some** or **much** time in this activity.)

Conclusion: Reading consultants are experienced teachers and well-trained in teaching reading. Many are relatively new to their jobs. They have had recent courses in reading.

Consultants spend a large part of their time diagnosing individual pupils' problems, selecting pupils for remedial/corrective work, and discussing existing programs with teachers and administrative personnel.

More consultant time is spent at beginning grade levels than at upper grade levels.

> ***It is recommended that more reading consultant services be provided at upper grade levels, preferably through the addition of staff rather than a shift in responsibility of existing staff. The duties and responsibilities should be reviewed and consultant responsibility for curriculum development, experimentation, in-service training, and work with content teachers should receive priority as suggested by the International Reading Association's statement of roles.***

READING INSTRUCTION IN NEW ENGLAND'S PUBLIC SCHOOLS

APPENDIX:

NEW ENGLAND EDITION

TO THE READER: This publication presents the survey responses for all of New England. Its purpose is to facilitate examination in depth of the present state of reading instruction in New England's schools.

Every item of the survey is presented in the following tables. However, percentages for individual items may not total 100% either because a certain number of answer sheets were incorrectly marked or because the item was omitted by some respondents. These unidentified responses are not included.

ELEMENTARY SCHOOL PRINCIPALS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1. What is your school's per pupil expenditure for materials and equipment used specifically to teach reading? (Exclude library books and content subject materials.)	A. Less than $2	11.6	367
	B. $2 to $3.99	41.5	1312
	C. $4 to $5.99	26.6	842
	D. $6 and over	14.8	468
2. Which of the following best describes the basis of your reading program?	A. Curric. guide developed within system	20.4	644
	B. Curric. guide adapted from others	2.6	82
	C. Manual of the basal reader program	72.8	2301
	D. No specific guide	3.4	107
3. Which of the following best describes grouping for self-contained classrooms in your school?	A. Homogeneous	24.1	762
	B. Heterogeneous	40.2	1270
	C. Modified heterogeneous (some attempt made to control a very broad range of achievement)	34.4	1087
4. How many classrooms do you have in your school?	A. 1 - 4	14.1	445
	B. 5 - 8	19.6	620
	C. 9 - 12	18.2	576
	D. 13 - 16	18.3	579
	E. More than 16	29.4	931
5-17. On the basis of your knowledge of your total school population, assign the appropriate percentage for each of the following:			
5. Family income—above $10,000	A. 0-10%	69.8	2207
	B. 11-25%	13.3	420
	C. 26-50%	6.4	203
	D. More than 50%	8.6	272
6. Family income—$4,000 to $9,999	A. 0-10%	7.6	241
	B. 11-25%	15.1	478
	C. 26-50%	25.4	803
	D. More than 50%	50.0	1582
7. Family income—less than $4,000	A. 0-10%	60.1	1901
	B. 11-25%	17.0	536
	C. 26-50%	11.5	363
	D. More than 50%	9.1	289
8. Father can be classified—professional	A. 0-10%	74.6	2361
	B. 11-25%	12.9	407
	C. 26-50%	15.5	173
	D. More than 50%	5.0	157
9. Father can be classified—white collar	A. 0-10%	35.9	1135
	B. 11-25%	35.2	1112
	C. 26-50%	18.7	592
	D. More than 50%	8.0	251
10. Father can be classified—skilled	A. 0-10%	14.3	453
	B. 11-25%	30.8	975
	C. 26-50%	36.0	1140
	D. More than 50%	16.6	525
11. Father can be classified—unskilled	A. 0-10%	48.6	1537
	B. 11-25%	13.8	437
	C. 26-50%	16.2	513
	D. More than 50%	19.2	607
12. Parents—own their own home	A. 0-10%	13.2	418
	B. 11-25%	11.6	368
	C. 26-50%	19.1	604
	D. More than 50%	54.1	1712
13. Parents—rent (single family dwelling)	A. 0-10%	59.3	1875
	B. 11-25%	23.5	743
	C. 26-50%	12.7	400
	D. More than 50%	2.2	69
14. Parents—rent (multiple family dwelling)	A. 0-10%	57.8	1827
	B. 11-25%	13.9	440
	C. 26-50%	11.1	350
	D. More than 50%	14.8	468
15. Education of father—college	A. 0-10%	59.5	1882
	B. 11-25%	19.3	610
	C. 26-50%	9.8	310
	D. More than 50%	9.0	283
16. Education of father—high school	A. 0-10%	7.5	237
	B. 11-25%	16.2	511
	C. 26-50%	28.1	888
	D. More than 50%	45.9	1451
17. Education of father—elementary or junior high school	A. 0-10%	44.5	1408
	B. 11-25%	15.7	496
	C. 26-50%	14.4	455
	D. More than 50%	22.9	725

18. How many parents attend your PTA meetings?	A. Most	11.3	358
	B. Some	42.2	1335
	C. Few	28.4	899
	D. None	16.4	518
19-21. Sometimes school problems arise because children speak or hear at home a language other than English. For how many of your total school population does each of the following apply?			
19. Children neither hear nor speak another language at home	A. All	10.4	330
	B. Most	60.5	1914
	C. Some	9.2	290
	D. Very few	15.1	476
	E. None	4.3	135
20. Children hear but do not speak another language at home	A. All	1.6	51
	B. Most	4.3	137
	C. Some	25.9	819
	D. Very few	55.4	1752
	E. None	12.2	387
21. Children speak another language at home	A. All	1.4	44
	B. Most	1.6	52
	C. Some	10.8	341
	D. Very few	60.2	1905
	E. None	25.5	805
22. Which of the following best describes your school organization for reading in grades 1-3?	A. Self-contained	73.5	2324
	B. Departmentalized	2.2	70
	C. Across grade	5.9	188
	D. Within grade	11.1	350
	E. Nongraded	5.2	163
23. Which of the following best describes your school organization for reading in grades 4-6?	A. Self-contained	53.3	1687
	B. Departmentalized	14.2	448
	C. Across grade	10.0	316
	D. Within grade	13.9	438
	E. Nongraded	3.6	113
24-25. On the average, how often during the course of a school year does a reading consultant or a remedial reading teacher work in your school?			
24. A reading consultant (major task is to supervise reading program) is available	A. Less than 1 day a week	22.3	706
	B. 1 day a week	8.1	256
	C. 2 days a week	4.7	149
	D. 3 days or more a week	10.6	336
	E. Not available	53.3	1685
25. A remedial reading teacher (major task is teaching reading) is available	A. Less than 1 day a week	6.9	218
	B. 1 day a week	8.2	260
	C. 2 days a week	12.0	380
	D. 3 days or more a week	37.6	1189
	E. Not available	34.4	1088
26. Every principal wants to provide for his students the best possible reading program. Assuming adequate budget, which of the following would you do first to improve and/or extend your present program?	A. Purchase additional materials	8.8	277
	B. Hire reading consultants to work with teachers	25.1	794
	C. Hire remedial reading teachers	37.7	1193
	D. Hire teachers with special training in teaching reading to children for whom English is a second language	1.8	56
	E. Give classroom teachers release time for working with individual children to improve their reading	25.5	807
27-36. Library services can be provided in various ways. In your school, how do you provide for a library facility, library staffing, and library activities?			
27. Central school library is available	A. Yes	61.6	1947
	B. No	37.7	1193
28. Library book collections are housed in classrooms	A. Yes	68.4	2163
	B. No	30.8	973
29. Public library is easily accessible	A. Yes	65.1	2060
	B. No	34.0	1076
30. Mobile library visits regularly	A. Yes	16.4	520
	B. No	82.7	2617
31. Our school has a full-time school librarian	A. Yes	8.1	256
	B. No	91.2	2883
32. Our school has a part-time school librarian	A. Yes	27.1	856
	B. No	72.0	2276
33. Our library is staffed all the time by adults other than librarians	A. Yes	8.7	276
	B. No	90.0	2846
34. Our library is staffed part of the time by adults other than librarians	A. Yes	32.2	1017
	B. No	66.7	2110
35. The librarian has sessions devoted to locating books, use of reference books, etc.	A. Yes	33.7	1067
	B. No	65.1	2060
36. Individuals or small groups of children may use library during school hours	A. Yes	64.0	2024
	B. No	34.7	1097

37-42. In which grade(s) are standardized reading achievement tests administered annually? (The test may be a separate reading test or part of a total achievement battery.)			
37. Grade 1	A. Yes	69.2	2190
	B. No	28.0	887
38. Grade 2	A. Yes	75.3	2380
	B. No	21.8	689
39. Grade 3	A. Yes	84.8	2683
	B. No	11.2	355
40. Grade 4	A. Yes	86.2	2726
	B. No	8.4	265
41. Grade 5	A. Yes	78.7	2489
	B. No	13.3	421
42. Grade 6	A. Yes	81.8	2586
	B. No	8.2	258
43. Children in a school can come from one or more types of neighborhood areas. From which of the following areas do the majority of your children come?	A. Urban	22.6	714
	B. Suburban	36.1	1143
	C. Rural	25.5	806
	D. Combination of the above	15.2	481
44-47. What is the major use of each of the following in your current reading program?			
44. Basal readers	A. Basic	95.2	3012
	B. Supplemental	3.6	115
	C. Experimental	0.2	5
	D. Not available	0.3	10
45. Linguistic	A. Basic	5.1	162
	B. Supplemental	27.0	854
	C. Experimental	14.5	459
	D. Not available	52.1	1647
46. Intensive phonics	A. Basic	37.0	1171
	B. Supplemental	47.9	1516
	C. Experimental	3.4	106
	D. Not available	10.7	337
47. Modified alphabetic	A. Basic	2.5	78
	B. Supplemental	6.3	199
	C. Experimental	4.0	125
	D. Not available	85.5	2704
48. In your school, what is the approximate number of library books available per child? (Include central library and classroom libraries.)	A. 1 - 5	41.2	1302
	B. 6 - 10	34.3	1085
	C. 11 - 24	14.4	454
	D. 25 or more	8.6	273
49-52. Indicate the teacher case load for the reading consultant and the pupil case load for the remedial reading teacher for your school, and the person to whom each of these resource people reports. (If the service is not available, select alternative D.)			
49. Teacher case load of consultant	A. Fewer than 20	19.1	603
	B. 21 - 50	9.0	285
	C. 51 - 100	7.7	242
	D. Not available	62.1	1963
50. Pupil case load of remedial reading teacher	A. Fewer than 20	24.2	765
	B. 21 - 50	30.4	961
	C. 51 - 100	7.6	241
	D. Not available	36.1	1143
51. The reading consultant is directly responsible to	A. Supervisor	12.1	383
	B. Principal	14.8	469
	C. Superintendent	12.3	390
	D. Not available	59.2	1873
52. The remedial reading teacher is directly responsible to	A. Supervisor	18.3	579
	B. Principal	38.4	1216
	C. Superintendent	6.8	214
	D. Not available	35.3	1117
53. Many school systems expand facilities by using mobile units. Which of the following best describes your situation? The mobile unit	A. Is used only as a classroom	1.9	61
	B. Is used only for a remedial/instructional center	5.1	160
	C. Has multipurpose uses	2.2	70
	D. Is not available	89.8	2840
54. If you have an early admission policy, which of the following criteria is most often the basis for admission? (If you do not have early admission, select alternative D.)	A. Reading readiness test scores	2.2	70
	B. Intelligence test scores	4.3	137
	C. Developmental test scores (physical social measurements)	2.6	81
	D. Does not apply	90.0	2846
55. If you offered in-service programs in your school at any time during the last five years, how were they funded? (If you did not have a program that required funding, select alternative D.)	A. Federal funds	7.1	225
	B. State funds	1.3	41
	C. Local funds	32.4	1025
	D. Does not apply	56.7	1794

KINDERGARTEN TEACHERS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1-5. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?			
1. Remedial teacher	A. Almost always	2.0	50
	B. Some of the time	3.3	84
	C. Rarely	3.6	90
	D. Never	39.4	996
	E. Not available	47.1	1191
2. Teacher aide	A. Almost always	2.9	73
	B. Some of the time	8.5	215
	C. Rarely	2.9	73
	D. Never	31.3	792
	E. Not available	49.5	1253
3. Classroom teacher on released school time	A. Almost always	1.8	45
	B. Some of the time	2.3	58
	C. Rarely	1.6	41
	D. Never	43.4	1098
	E. Not available	45.8	1159
4. Classroom teacher before or after school	A. Almost always	4.5	113
	B. Some of the time	11.1	281
	C. Rarely	8.3	210
	D. Never	43.4	1097
	E. Not available	27.8	704
5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)	A. Almost always	0.5	12
	B. Some of the time	2.5	62
	C. Rarely	2.3	57
	D. Never	34.6	876
	E. Not available	55.5	1404
6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)			
6. College reading course taken during the school year (night school, extension course, etc.)	A. Very good	8.3	211
	B. Good	7.6	193
	C. Fair	3.3	83
	D. Poor	1.2	30
	E. Does not apply	75.6	1912
7. In-service program of one day (or equivalent time)	A. Very good	6.8	173
	B. Good	10.0	253
	C. Fair	5.1	128
	D. Poor	1.4	35
	E. Does not apply	72.9	1844
8. In-service program of two or more days (or equivalent time)	A. Very good	2.9	73
	B. Good	3.8	96
	C. Fair	2.2	56
	D. Poor	0.6	15
	E. Does not apply	86.3	2183
9. College course in reading taken in summer school	A. Very good	4.9	125
	B. Good	3.4	85
	C. Fair	1.1	27
	D. Poor	0.5	13
	E. Does not apply	86.2	2180
10-14. If you have participated in any of the in-service programs in reading listed below, rate the effectiveness of the program(s). If you have not participated, select alternative E.)			
10. State Department of Education	A. Very good	2.2	56
	B. Good	2.6	65
	C. Fair	0.6	15
	D. Poor	0.2	5
	E. Does not apply	90.2	2281
11. Local personnel	A. Very good	4.8	122
	B. Good	6.3	158
	C. Fair	3.0	76
	D. Poor	0.4	9
	E. Does not apply	81.5	2062
12. Commercial (textbook company)	A. Very good	2.6	65
	B. Good	6.9	174
	C. Fair	5.4	136
	D. Poor	1.5	37
	E. Does not apply	79.7	2017

13. College or university	A. Very good	3.5	89
	B. Good	4.6	115
	C. Fair	1.3	34
	D. Poor	0.2	4
	E. Does not apply	86.3	2182
14. Professional organization	A. Very good	3.0	76
	B. Good	2.7	67
	C. Fair	0.8	19
	D. Poor	0.2	5
	E. Does not apply	89.5	2264
15-19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)			
15. An experienced colleague	A. Very valuable	47.2	1194
	B. Some value	23.0	581
	C. Little or no value	2.3	57
	D. Does not apply	23.5	594
16. Book company consultant(s)	A. Very valuable	4.4	110
	B. Some value	25.9	656
	C. Little or no value	16.3	413
	D. Does not apply	49.2	1244
17. Local school supervisor(s) and/or consultant(s)	A. Very valuable	25.8	653
	B. Some value	33.0	834
	C. Little or no value	8.9	224
	D. Does not apply	28.3	716
18. Special consultant(s) hired by local school board	A. Very valuable	9.5	240
	B. Some value	13.8	348
	C. Little or no value	5.4	136
	D. Does not apply	67.1	1697
19. State Department consultant(s)	A. Very valuable	2.6	65
	B. Some value	5.7	144
	C. Little or no value	5.2	132
	D. Does not apply	82.3	2082
20. If you could choose one administrative policy that would make your instruction more effective, which of the following would it be?	A. Fewer children in class	59.6	1508
	B. Assignment of teacher aide	13.2	335
	C. More time allowable for reading instruction	2.7	69
	D. More homogeneous grouping of children	9.6	242
	E. Availability of more equipment and/or material	11.2	263
21. Can you refer children for remedial/corrective instruction?	A. Yes	14.1	356
	B. No	80.8	2045
22-27. How often does each of the following take place after a child is referred for remedial/corrective instruction? (Select alternative E for any procedure not followed in your school.)			
22. Remedial teacher diagnoses in depth	A. Almost always	6.2	157
	B. Some of the time	2.9	72
	C. Rarely	0.8	20
	D. Never	0.7	17
	E. Does not apply	83.7	2117
23. Remedial teacher discusses diagnosis with classroom teacher	A. Almost always	8.1	205
	B. Some of the time	1.8	45
	C. Rarely	0.4	10
	D. Never	0.4	11
	E. Does not apply	83.3	2108
24. Remedial teacher plans approach for classroom work for these children	A. Almost always	4.0	100
	B. Some of the time	3.6	90
	C. Rarely	1.3	32
	D. Never	1.5	39
	E. Does not apply	83.6	2116
25. Remedial teacher informs classroom teacher of child's progress	A. Almost always	7.6	192
	B. Some of the time	1.9	47
	C. Rarely	0.3	7
	D. Never	0.6	14
	E. Does not apply	83.8	2120
26. Remedial teacher uses special materials that may not be used in classroom reading program(s)	A. Almost always	5.5	139
	B. Some of the time	3.3	83
	C. Rarely	0.5	13
	D. Never	0.7	18
	E. Does not apply	84.1	2128
27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction	A. Almost always	7.3	185
	B. Some of the time	1.6	41
	C. Rarely	0.4	11
	D. Never	0.5	12
	E. Does not apply	84.4	2134

28-34. To diagnose reading difficulty for children in your school, what types of tests are used and by whom are they used? (Select alternative D for those not used.)			
28. Audiometric (individual)	A. Classroom teacher	5.5	140
	B. Reading consultant	16.8	424
	C. Other personnel	27.0	684
	D. Not available	43.7	1106
29. Visual screening (at near point)	A. Classroom teacher	9.0	228
	B. Reading consultant	11.7	295
	C. Other personnel	27.9	707
	D. Not available	44.0	1114
30. Individual intelligence	A. Classroom teacher	17.9	454
	B. Reading consultant	21.3	539
	C. Other personnel	19.6	496
	D. Not available	34.4	871
31. Individual reading inventory	A. Classroom teacher	29.8	754
	B. Reading consultant	16.9	428
	C. Other personnel	4.9	125
	D. Not available	41.0	1036
32. Specific skills (auditory-visual discrimination, comprehension, etc.)	A. Classroom teacher	47.7	1207
	B. Reading consultant	13.4	340
	C. Other personnel	5.0	127
	D. Not available	26.8	679
33. Perceptual, emotional and/or physical	A. Classroom teacher	16.8	426
	B. Reading consultant	17.5	442
	C. Other personnel	22.5	569
	D. Not available	36.1	912
34. Speech	A. Classroom teacher	9.4	238
	B. Reading consultant	25.4	643
	C. Other personnel	23.7	599
	D. Not available	34.5	872
35.42. In teaching reading, how much use is made of equipment listed below? (Select alternative D for equipment not available to you.)			
35. Filmstrip projector	A. Almost always	9.6	242
	B. Some of the time	52.9	1338
	C. Rarely	21.0	532
	D. Not available	11.3	285
36. Film projector	A. Almost always	4.7	118
	B. Some of the time	33.3	842
	C. Rarely	37.7	954
	D. Not available	18.7	472
37. Tape recorder	A. Almost always	3.3	84
	B. Some of the time	23.5	594
	C. Rarely	40.6	1026
	D. Not available	26.8	678
38. Overhead projector	A. Almost always	3.4	87
	B. Some of the time	18.2	461
	C. Rarely	42.5	1074
	D. Not available	30.1	761
39. Record player	A. Almost always	36.8	931
	B. Some of the time	37.2	940
	C. Rarely	12.4	313
	D. Not available	8.3	210
40. Electronic listening stations	A. Almost always	0.8	20
	B. Some of the time	2.4	61
	C. Rarely	6.8	171
	D. Not available	84.3	2133
41. Teaching machines	A. Almost always	0.6	14
	B. Some of the time	3.5	89
	C. Rarely	7.1	179
	D. Not available	83.0	2100
42. Television	A. Almost always	4.5	114
	B. Some of the time	20.8	526
	C. Rarely	23.9	605
	D. Not available	45.3	1147
43. Are standardized reading tests used in your school?	A. Yes	78.5	1985
	B. No	16.1	408
44-47. What part does the teacher play in the use of standardized tests? Are they			
44. Selected by teacher?	A. Always	5.7	144
	B. Sometimes	15.9	402
	C. Never	59.1	1496
45. Administered by teacher?	A. Always	63.3	1601
	B. Sometimes	12.0	304
	C. Never	5.6	142

46. Scored by teacher?	A. Always	53.7	1358
	B. Sometimes	18.6	471
	C. Never	8.4	212
47. Interpreted by teacher?	A. Always	52.7	1332
	B. Sometimes	18.8	476
	C. Never	9.2	232
48. Which of the following standardized achievement tests is used in your classroom? (If none is used, skip this item.)	A. California Achievement Tests	2.1	54
	B. Iowa Test of Basic Skills	2.4	60
	C. Metropolitan Achievement Series	27.0	682
	D. SRA Achievement Series	5.8	147
	E. Stanford Achievement Test	6.2	157
49-51. Complete items 49-51 with regard to your present status, including this school year.			
49. Number of years teaching experience	A. Less than 3	17.2	435
	B. 3-6	20.4	515
	C. 7-12	17.8	450
	D. 13-20	17.4	440
	E. More than 20	23.6	598
50. Number of years at present grade level	A. Less than 3	27.4	692
	B. 3-6	23.2	588
	C. 7-12	19.1	484
	D. 13-20	13.4	340
	E. More than 20	12.9	326
51. Number of years since last reading course	A. Less than 3	31.1	786
	B. 3-6	27.5	696
	C. 7-12	18.5	469
	D. 13-20	9.9	251
	E. More than 20	7.4	186
52. Which of the following describes your kindergarten session plan?	A. Morning session only	10.7	270
	B. Afternoon session only	2.7	68
	C. Morning session and afternoon session (two groups of children)	82.5	2087
	D. Full-day session extending from morning through afternoon (same group of children)	3.0	76
53. How many children are enrolled in each kindergarten session? (If you teach two groups, one in a morning session and one in an afternoon session, answer the item with reference to the larger group.)	A. Fewer than 20	17.0	429
	B. 21-25	35.7	904
	C. 26-30	30.2	765
	D. More than 30	15.9	403
54. How long is each kindergarten session? (If you teach a morning session and an afternoon session, answer the item with reference to the longer session.)	A. 120 minutes or less	1.1	28
	B. 121-180 minutes	86.5	2188
	C. More than 180 minutes	11.3	286
55. Which of the following best describes the criterion for admission to kindergarten?	A. Chronological age	87.6	2217
	B. Readiness test result	0.8	20
	C. Maturity evaluation	1.9	49
	D. Intelligence test result	0.1	2
	E. Combination of above	8.4	212
56-59. How many children in your class participated in each of the following programs?			
56. Project Head Start	A. All	0.8	20
	B. Most	2.8	70
	C. Some	48.6	1230
	D. None	46.3	1170
57. Educational television readiness program	A. All	2.0	50
	B. Most	0.9	23
	C. Some	8.5	214
	D. None	86.6	2190
58. Private nursery school program	A. All	0.6	14
	B. Most	6.9	174
	C. Some	68.3	1727
	D. None	22.6	571
59. Informal preschool program	A. All	0.8	19
	B. Most	1.8	46
	C. Some	30.9	781
	D. None	64.4	1629
60-61. In your opinion, how many children in your class would have benefited from each of the following?			
60. Participating in a preschool program	A. All	14.7	371
	B. Most	24.7	626
	C. Some	54.7	1383
	D. None	4.4	112
61. Remaining at home for one more year	A. All	0.8	20
	B. Most	2.2	56
	C. Some	78.3	1981
	D. None	17.4	439

62. In your opinion, which of the following best describes the greatest need of most of your kindergarten children?	A. Developing good listening skills	54.7	1384
	B. Developing the ability to follow directions	20.0	506
	C. Learning to work and play with other children	8.4	213
	D. Developing adequate oral language patterns	15.1	383
63-69. Over the entire school year, how much emphasis is placed in your class on each of the following activities?			
63. Discussing pictures	A. Much	69.8	1765
	B. Some	27.9	706
	C. Little	1.3	32
	D. None	0.2	4
64. Listening to stories	A. Much	87.5	2214
	B. Some	11.2	282
	C. Little	0.4	10
	D. None	0.0	0
65. Participating in listening games	A. Much	49.5	1251
	B. Some	45.6	1154
	C. Little	3.6	92
	D. None	0.3	8
66. Participating in vocabulary-building activities	A. Much	56.8	1436
	B. Some	37.8	957
	C. Little	4.2	106
	D. None	0.2	4
67. Viewing visual aids for developing understandings	A. Much	45.6	1153
	B. Some	43.5	1100
	C. Little	3.6	217
	D. None	1.3	33
68. Activities or games with letter names	A. Much	42.5	1076
	B. Some	42.9	1084
	C. Little	11.7	296
	D. None	1.8	45
69. Participating in writing language-experience stories	A. Much	16.2	409
	B. Some	43.6	1102
	C. Little	23.6	598
	D. None	15.5	391
70. Of the total number of kindergarten children you are teaching this year, how many are repeating kindergarten?	A. 1-3	44.0	1114
	B. 4-6	9.5	241
	C. 7 or more	1.3	33
	D. None; school does not retain	13.2	334
	E. None; although school does have retention policy	30.7	776
71-77. In your school, how important is each of the following in determining a child's readiness for Grade 1? (Select alternative E for those factors not considered.)			
71. Reading readiness test	A. Very important	20.9	529
	B. Important	29.7	751
	C. Somewhat important	20.3	513
	D. Not important	3.9	99
	E. Does not apply	23.7	600
72. Kindergarten teacher judgment	A. Very important	70.4	1782
	B. Important	20.1	508
	C. Somewhat important	3.6	92
	D. Not important	1.2	30
	E. Does not apply	3.2	81
73. Intelligence test	A. Very important	3.9	99
	B. Important	11.7	296
	C. Somewhat important	18.1	458
	D. Not important	6.5	165
	E. Does not apply	57.8	1463
74. Language ability (vocabulary and sentence length)	A. Very important	10.0	254
	B. Important	31.7	801
	C. Somewhat important	36.5	923
	D. Not important	7.9	199
	E. Does not apply	12.4	314
75. Social maturity	A. Very important	22.8	576
	B. Important	39.2	991
	C. Somewhat important	25.2	637
	D. Not important	4.2	105
	E. Does not apply	7.4	187
76. Attendance	A. Very important	7.0	176
	B. Important	19.1	482
	C. Somewhat important	36.6	925
	D. Not important	19.6	495
	E. Does not apply	16.4	415

77. Chronological age	A. Very important	23.7	599
	B. Important	25.0	633
	C. Somewhat important	28.3	716
	D. Not important	13.8	350
	E. Does not apply	7.7	194
78-89. From the following, select the four items that best describe the children retained in kindergarten last year. (Indicate your judgment by choosing alternative A no more than four times, and alternative B for the remainder. If your school does not retain in kindergarten, select alternative B for all items. The child retained			
78. Is chronologically young	A. Yes	23.6	598
	B. No	71.7	1813
79. Has below average speech pattern	A. Yes	23.4	592
	B. No	72.0	1822
80. Has below average readiness test score	A. Yes	36.5	923
	B. No	59.3	1500
81. Is physically small	A. Yes	4.7	119
	B. No	90.5	2290
82. Has no sight vocabulary	A. Yes	8.5	214
	B. No	86.8	2195
83. Has an intelligence level average or below	A. Yes	24.9	630
	B. No	70.6	1786
84. Has a very short attention span	A. Yes	49.8	1260
	B. No	46.1	1165
85. Has little or no motivation	A. Yes	22.4	567
	B. No	73.3	1854
86. Has irregular attendance record	A. Yes	9.2	233
	B. No	86.4	2185
87. Is socially immature	A. Yes	44.7	1132
	B. No	51.3	1298
88. Has below average auditory discrimination	A. Yes	24.7	626
	B. No	71.1	1798
89. Has below average visual discrimination	A. Yes	25.5	646
	B. No	70.4	1782
90-92. If standardized tests are administered during the kindergarten year in your school, indicate which type(s) are used:			
90. Reading readiness	A. Yes	65.9	1668
	B. No	31.1	786
91. Intelligence	A. Yes	20.8	526
	B. No	75.6	1913
92. Developmental school readiness	A. Yes	13.7	346
	B. No	82.6	2089
93. Does your school have a transition class, that is, a class not quite ready for first grade but not repeating kindergarten?	A. Yes	17.5	443
	B. No	81.0	2049
94-100. During the school year, how much time would the typical child in your class spend in each of the following activities?			
94. Developing auditory discrimination	A. Much	75.2	1902
	B. Some	22.4	566
	C. Little	1.0	24
	D. None	0.3	8
95. Developing visual discrimination	A. Much	79.7	2017
	B. Some	18.6	470
	C. Little	0.5	12
	D. None	0.2	5
96. Developing a sight vocabulary	A. Much	16.5	418
	B. Some	37.3	943
	C. Little	33.5	848
	D. None	11.5	290
97. Developing ability to maintain attention for longer duration	A. Much	69.7	1764
	B. Some	27.2	689
	C. Little	1.4	36
	D. None	0.3	8
98. Learning letter forms	A. Much	47.1	1191
	B. Some	40.0	1013
	C. Little	10.1	255
	D. None	1.6	40
99. Matching words or letters	A. Much	36.8	932
	B. Some	44.6	1129
	C. Little	14.4	363
	D. None	3.1	79

100. Improving motor abilities related to reading	A. Much	56.7	1434
	B. Some	35.3	893
	C. Little	5.6	141
	D. None	1.3	33
101-103. For how many pupils in your kindergarten program does each of the following apply?			
101. Informal readiness activities directly related to reading are conducted	A. All	80.1	2026
	B. Most	11.4	288
	C. Some	5.9	149
	D. None	1.4	35
102. Published reading readiness materials are used	A. All	62.5	1581
	B. Most	12.3	310
	C. Some	13.3	336
	D. None	10.7	270
103. Reading is taught (as differentiated from readiness activities)	A. All	5.5	139
	B. Most	5.8	146
	C. Some	21.2	535
	D. None	66.1	1671
104-107. On the basis of your experience, how effective do you consider each of the following to be?			
104. Project Head Start	A. Very effective	28.7	727
	B. Somewhat effective	39.6	1003
	C. Ineffective	6.6	168
	D. No opinion	23.5	595
105. Educational television readiness program	A. Very effective	7.4	187
	B. Somewhat effective	28.5	722
	C. Ineffective	3.5	88
	D. No opinion	59.1	1494
106. Nursery school program	A. Very effective	28.4	718
	B. Somewhat effective	55.3	1398
	C. Ineffective	5.9	148
	D. No opinion	9.0	227
107. Early kindergarten admission policy	A. Very effective	3.7	94
	B. Somewhat effective	11.6	294
	C. Ineffective	46.6	1178
	D. No opinion	35.9	908

FIRST-GRADE TEACHERS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1.5. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?			
1. Remedial teacher	A. Almost always	10.7	686
	B. Some of the time	16.0	1029
	C. Rarely	7.0	452
	D. Never	26.0	1673
	E. Not available	38.9	2497
2. Teacher aide	A. Almost always	3.3	214
	B. Some of the time	10.0	642
	C. Rarely	3.5	225
	D. Never	21.4	1374
	E. Not available	60.4	3879
3. Classroom teacher on released school time	A. Almost always	1.9	119
	B. Some of the time	4.1	263
	C. Rarely	3.3	206
	D. Never	37.6	2419
	E. Not available	51.3	3297
4. Classroom teacher before or after school	A. Almost always	11.9	766
	B. Some of the time	39.2	2519
	C. Rarely	17.2	1104
	D. Never	16.4	1053
	E. Not available	14.0	902
5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)	A. Almost always	1.4	89
	B. Some of the time	6.1	394
	C. Rarely	5.7	369
	D. Never	22.7	1458
	E. Not available	62.4	4009
6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)			
6. College reading course taken during the school year (night school, extension course, etc.)	A. Very good	13.0	832
	B. Good	10.3	661
	C. Fair	4.9	317
	D. Poor	1.5	98
	E. Not available	69.3	4453
7. In-service program of one day (or equivalent time)	A. Very good	6.2	401
	B. Good	12.3	791
	C. Fair	8.2	528
	D. Poor	2.1	135
	E. Not available	69.8	4488
8. In-service program of two or more days (or equivalent time)	A. Very good	4.7	300
	B. Good	5.2	335
	C. Fair	3.1	196
	D. Poor	0.9	58
	E. Not available	84.8	5449
9. College course in reading taken in summer school	A. Very good	7.9	506
	B. Good	5.4	348
	C. Fair	1.9	124
	D. Poor	0.5	31
	E. Not available	83.3	5354
10-14. If you have participated in any of the in-service program(s) in reading listed below, rate the effectiveness of the program(s). (If you have not participated, select alternative E.)			
10. State Department of Education	A. Very good	1.5	98
	B. Good	1.8	113
	C. Fair	0.6	41
	D. Poor	0.3	21
	E. Not available	94.7	6084
11. Local personnel	A. Very good	5.6	357
	B. Good	8.4	541
	C. Fair	4.6	293
	D. Poor	0.7	43
	E. Not available	79.6	5115
12. Commercial (textbook company)	A. Very good	5.2	335
	B. Good	11.0	704
	C. Fair	8.5	547
	D. Poor	2.0	131
	E. Not available	72.1	4634

13. College or university	A. Very good	5.5	354
	B. Good	4.9	314
	C. Fair	1.9	124
	D. Poor	0.3	22
	E. Not available	86.2	5538
14. Professional organization	A. Very good	2.4	155
	B. Good	3.2	205
	C. Fair	1.2	78
	D. Poor	0.2	10
	E. Not available	91.9	5905
15.19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)			
15. An experienced colleague	A. Very valuable	51.7	3319
	B. Some value	26.7	1717
	C. Little or no value	2.6	166
	D. Does not apply	18.2	1166
16. Book company consultant(s)	A. Very valuable	5.6	362
	B. Some value	33.9	2181
	C. Little or no value	21.4	1376
	D. Does not apply	38.0	2443
17. Local school supervisor(s) and/or consultant(s)	A. Very valuable	26.8	1721
	B. Some value	35.8	2299
	C. Little or no value	12.4	796
	D. Does not apply	23.9	1536
18. Special consultant(s) hired by local school board.	A. Very valuable	9.6	614
	B. Some value	14.6	939
	C. Little or no value	6.9	445
	D. Does not apply	67.7	4348
19. State Department consultant(s)	A. Very valuable	1.8	117
	B. Some value	4.5	288
	C. Little or no value	5.4	345
	D. Does not apply	87.2	5601
20. If you choose one administrative policy that would make your instruction more effective, which of the following would it be?	A. Fewer children in class	58.1	3733
	B. Assignment of teacher aide	14.1	905
	C. More time allowable for reading instruction	6.9	445
	D. More homogeneous grouping of children	12.6	808
	E. Availability of more equipment and/or material	7.5	480
21. Can you refer children for remedial/corrective instruction? (If yes, answer items 22-27. If no, choose alternative E for items 22-27.)	A. Yes	39.9	2581
	B. No	58.7	3770
22-27. How often does each of the following take place after a child is referred for remedial/corrective instruction? (Select alternative E for any procedure not followed in your school.)			
22. Remedial teacher diagnoses in depth	A. Almost always	19.3	1239
	B. Some of the time	11.0	707
	C. Rarely	3.4	215
	D. Never	2.0	129
	E. Does not apply	61.8	3972
23. Remedial teacher discusses diagnoses with classroom teacher	A. Almost always	22.6	1453
	B. Some of the time	9.9	637
	C. Rarely	2.7	171
	D. Never	1.4	87
	E. Does not apply	60.8	3905
24. Remedial teacher plans approach for classroom work for these children	A. Almost always	9.6	615
	B. Some of the time	10.3	662
	C. Rarely	6.4	410
	D. Never	8.2	526
	E. Does not apply	62.8	4036
25. Remedial teacher informs classroom teacher of child's progress	A. Almost always	23.7	1522
	B. Some of the time	8.7	556
	C. Rarely	2.5	158
	D. Never	1.3	82
	E. Does not apply	61.2	3932
26. Remedial teacher uses special materials that may not be used in classroom reading programs	A. Almost always	19.8	1271
	B. Some of the time	12.0	768
	C. Rarely	2.1	137
	D. Never	1.8	114
	E. Does not apply	61.5	3953
27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction	A. Almost always	30.5	1960
	B. Some of the time	4.1	266
	C. Rarely	0.9	57
	D. Never	1.1	70
	E. Does not apply	60.7	3901

28-34. To diagnose reading difficulty for children in your school, what types of tests are used, and by whom are they used? (Select alternative D for those not used.

28. Audiometric (individual)	A. Used by classroom teacher	9.0	575
	B. Used by reading consultant	18.3	1178
	C. Used by other personnel	31.7	2036
	D. Not available	37.7	2422
29. Visual screening (at near point)	A. Used by classroom teacher	10.4	669
	B. Used by reading consultant	13.4	859
	C. Used by other personnel	33.2	2131
	D. Not available	39.1	2510
30. Individual intelligence	A. Used by classroom teacher	29.7	1910
	B. Used by reading consultant	23.6	1515
	C. Used by other personnel	24.3	1560
	D. Not available	19.6	1257
31. Individual reading inventory	A. Used by classroom teacher	50.3	3233
	B. Used by reading consultant	21.0	1351
	C. Used by other personnel	3.4	220
	D. Not available	22.0	1416
32. Specific skills (auditory-visual discrimination, comprehension, etc.)	A. Used by classroom teacher	64.4	4138
	B. Used by reading consultant	16.0	1027
	C. Used by other personnel	3.8	245
	D. Not available	12.9	826
33. Perceptual, emotional and/or physical	A. Used by classroom teacher	15.2	974
	B. Used by reading consultant	19.7	1267
	C. Used by other personnel	31.9	2052
	D. Not available	30.0	1926
34. Speech	A. Used by classroom teacher	7.4	478
	B. Used by reading consultant	29.5	1897
	C. Used by other personnel	34.8	2235
	D. Not available	25.2	1619

35.42. In teaching reading, how much use is made of each piece of equipment listed below? (Select alternative D for equipment not available to you.)

35. Filmstrip projector	A. Almost always	6.2	395
	B. Some of the time	46.6	2993
	C. Rarely	40.6	2607
	D. Not available	6.0	384
36. Film projector	A. Almost always	2.7	174
	B. Some of the time	24.9	1600
	C. Rarely	55.0	3531
	D. Not available	16.5	1060
37. Tape recorder	A. Almost always	3.1	201
	B. Some of the time	28.8	1851
	C. Rarely	46.0	2953
	D. Not available	21.3	1370
38. Overhead projector	A. Almost always	4.2	268
	B. Some of the time	23.4	1502
	C. Rarely	49.6	3189
	D. Not available	21.9	1407
39. Record player	A. Almost always	15.6	999
	B. Some of the time	46.4	2981
	C. Rarely	31.6	2031
	D. Not available	5.7	363
40. Electronic listening stations	A. Almost always	1.1	68
	B. Some of the time	4.2	267
	C. Rarely	8.3	536
	D. Not available	85.5	5494
41. Teaching machines	A. Almost always	0.5	34
	B. Some of the time	4.3	277
	C. Rarely	8.5	543
	D. Not available	85.8	5516
42. Television	A. Almost always	7.0	447
	B. Some of the time	29.8	1912
	C. Rarely	24.3	1561
	D. Not available	38.2	2455
43. Are standardized reading tests used in your school? (If yes, answer items 44-47. If no, skip items 44-47.)	A. Yes	84.2	5408
	B. No	14.7	947

44-47. What part does the teacher play in the use of standardized tests? Are they

44. Selected by teacher?	A. Always	5.5	351
	B. Sometimes	14.0	902
	C. Never	66.7	4288

45. Administered by teacher?	A. Always	73.6	4731
	B. Sometimes	9.6	619
	C. Never	3.3	210
46. Scored by teacher?	A. Always	66.5	4270
	B. Sometimes	15.1	967
	C. Never	4.8	310
47. Interpreted by teacher?	A. Always	66.3	4258
	B. Sometimes	14.8	952
	C. Never	5.2	334
48. Which of the following standardized tests is used in your classroom? (If none is used, skip this item.)	A. California Achievement Tests	5.1	330
	B. Iowa Test of Basic Skills	2.7	172
	C. Metropolitan Achievement Tests	26.3	1692
	D. SRA Achievement Series	6.1	392
	E. Stanford Achievement Test	19.6	1262
49-51. Complete items 49-51 with regard to your present status, including this school year.			
49. Number of years teaching experience	A. Less than 3	20.9	1343
	B. 3 - 6	21.2	1360
	C. 7 - 12	17.3	1113
	D. 13 - 20	16.5	1057
	E. More than 20	23.7	1523
50. Number of years at present grade level	A. Less than 3	30.3	1949
	B. 3 - 6	24.2	1553
	C. 7 - 12	18.5	1189
	D. 13 - 20	14.3	917
	E. More than 20	12.1	777
51. Number of years since last reading course	A. Less than 3	43.8	2814
	B. 3 - 6	30.1	1935
	C. 7 - 12	14.5	929
	D. 13 - 20	6.1	389
	E. More than 20	4.0	257
52. How do you group your children most of the time for basic reading instruction?	A. Individualized	4.3	276
	B. Groups based on instructional level	69.2	4446
	C. Groups based on skill needs	22.4	440
	D. All or most of the class taught together	2.4	157
53. On the average, how much time do you devote to reading instruction each week?	A. 0 - 5 hours	2.1	137
	B. 6 - 10 hours	34.9	2240
	C. 11 - 15 hours	48.6	3120
	D. More than 15 hours	13.1	843
54. Which of the following best describes the range in reading instructional needs of children in your classroom?	A. Very broad	45.8	2943
	B. Average	47.5	3052
	C. Very narrow	5.2	336
55. How many children do you have in your present classroom?	A. Fewer than 26	48.4	3111
	B. 26 - 30	36.7	2358
	C. 31 - 35	11.7	754
	D. 36 - 40	1.9	121
	E. More than 40	0.2	11
56-59. Look back at the beginning of this school year and describe your present classroom of children as they entered first grade, by selecting the appropriate proportion of your class.			
56. Able to read	A. All	2.7	172
	B. Most	3.7	239
	C. Some	41.8	2686
	D. None	50.3	3230
57. Ready to start reading	A. All	5.0	324
	B. Most	32.4	2084
	C. Some	48.5	3116
	D. None	12.6	807
58. In need of formal reading readiness	A. All	12.2	783
	B. Most	28.6	1839
	C. Some	51.0	3275
	D. None	6.8	434
59. In need of informal reading activities	A. All	16.5	1058
	B. Most	14.0	899
	C. Some	58.0	3728
	D. None	9.9	633
60-64. How much emphasis do you place on the following activities in your informal reading readiness program?			
60. Games or activities for developing eye-hand coordination	A. Much	32.6	2156
	B. Some	50.3	3229
	C. Little	12.3	791
	D. None	2.6	168
61. Games or activities for developing auditory discrimination	A. Much	60.2	3871
	B. Some	34.4	2212
	C. Little	3.2	208
	D. None	0.9	60

62. Games or activities for developing visual discrimination	A. Much	59.9	3849
	B. Some	34.6	2220
	C. Little	3.5	225
	D. None	0.9	55
63. Developing interest in reading (reading to children, discussing books, etc.)	A. Much	80.8	5195
	B. Some	16.5	1059
	C. Little	1.0	62
	D. None	0.6	36
64. Picture books in use by children	A. Much	63.6	4086
	B. Some	29.6	1900
	C. Little	4.4	281
	D. None	1.3	85

65-69. How much emphasis do you place on the following activities in your formal reading readiness program?

65. Developing auditory discrimination	A. Much	86.9	5581
	B. Some	10.9	703
	C. Little	0.8	50
	D. None	0.3	18
66. Developing visual discrimination	A. Much	85.3	5479
	B. Some	12.3	789
	C. Little	1.0	61
	D. None	0.3	17
67. Developing sound-letter relationships	A. Much	91.6	5884
	B. Some	6.0	384
	C. Little	0.9	58
	D. None	0.4	27
68. Developing a beginning sight vocabulary	A. Much	65.9	4235
	B. Some	23.6	1516
	C. Little	7.0	448
	D. None	2.3	147
69. Developing skill needs such as left-to-right sequence, letter names, attention span	A. Much	84.2	5412
	B. Some	13.0	838
	C. Little	1.2	79
	D. None	0.3	20

70-75. In your own mind, classify your children into three reading ability groups—above average, average, and below average. Then, using items 60-64 as examples of informal readiness activities and items 65-69 as examples of formal readiness activities, indicate the amount of time during the school year you generally devote to reading readiness.

70. Informal readiness for above-average pupils	A. Less than 1 week	33.7	2166
	B. 1-4 weeks	48.4	3109
	C. 5-8 weeks	8.3	530
	D. 9-12 weeks	2.2	138
	E. More than 12 weeks	4.2	268
71. Informal readiness for average pupils	A. Less than 1 week	9.1	583
	B. 1-4 weeks	45.7	2936
	C. 5-8 weeks	30.7	1970
	D. 9-12 weeks	6.5	416
	E. More than 12 weeks	5.4	346
72. Informal readiness for below-average pupils	A. Less than 1 week	3.2	204
	B. 1-4 weeks	13.8	888
	C. 5-8 weeks	29.7	1906
	D. 9-12 weeks	24.6	1580
	E. More than 12 weeks	26.3	1688
73. Formal readiness for above-average pupils	A. Less than 1 week	23.0	1475
	B. 1-4 weeks	48.1	3089
	C. 5-8 weeks	15.6	1004
	D. 9-12 weeks	4.6	295
	E. More than 12 weeks	5.4	349
74. Formal readiness for average pupils	A. Less than 1 week	4.6	297
	B. 1-4 weeks	34.2	2200
	C. 5-8 weeks	35.8	2299
	D. 9-12 weeks	15.2	974
	E. More than 12 weeks	7.4	472
75. Formal readiness for below-average pupils	A. Less than 1 week	1.5	99
	B. 1-4 weeks	5.4	348
	C. 5-8 weeks	21.4	1373
	D. 9-12 weeks	28.2	1814
	E. More than 12 weeks	41.0	2634

76. Which of the following best describes how children were assigned to your class?	A. Randomly from kindergarten population	39.5	2540
	B. Homogeneously from kindergarten population	19.9	1278
	C. On the basis of your approach to teaching, materials you use, or your personality traits	4.8	306
	D. Randomly from total entering population (no kindergarten)	24.2	1554
	E. On the basis of some screening criterion (no kindergarten)	9.2	590
77. Which one of the following is most frequently the basis for admission to first grade in your school?	A. Reading readiness test	8.3	531
	B. Intelligence test	0.8	54
	C. Chronological age	67.9	4365
	D. Developmental school readiness test	2.4	153
	E. Teacher judgment	18.5	1168
78-85. In your opinion, which types of reading instruction listed below do not receive enough of your attention because of factors beyond your control (such as lack of time or materials)? (For those you feel have enough attention, select alternative A; for those with inadequate attention, select alternative B. If you are satisfied with your program, indicate by selecting alternative A for item 85 and omitting items 78-84.)			
78. Introducing new words and building background	A. Yes	43.2	2778
	B. No	11.1	713
79. Developing purposes for reading	A. Yes	33.2	2132
	B. No	18.6	1198
80. Reading silently	A. Yes	33.7	2164
	B. No	17.8	1146
81. Reading orally	A. Yes	37.7	2424
	B. No	13.8	889
82. Developing word pronunciation skills	A. Yes	33.0	2119
	B. No	18.5	1191
83. Developing word meaning skills	A. Yes	28.4	1827
	B. No	23.2	1489
84. Developing literal and higher comprehension skills	A. Yes	13.3	854
	B. No	38.3	2461
85. None	A. Yes	54.9	3529
	B. No	21.7	1394
86-93. Which two of the following would be most reliable to use for grouping? (Indicate your opinion by selecting alternative A for two items and alternative B for all others. If you consider none reliable, select alternative B for item 93 and omit items 86-92.)			
86. Standardized reading tests	A. Yes	33.6	2160
	B. No	54.5	3502
87. Previous teacher's anecdotal record	A. Yes	19.3	1239
	B. No	68.4	4394
88. Previous teacher's grouping list	A. Yes	14.4	928
	B. No	73.0	4693
89. Individual reading tests (informal reading inventories)	A. Yes	47.1	3024
	B. No	41.3	2655
90. Skill tests (auditory discrimination, visual discrimination, etc.)	A. Yes	49.7	3193
	B. No	38.9	2497
91. Basal reader tests (accompany basal reader)	A. Yes	29.4	1888
	B. No	58.4	3750
92. Previous book completed	A. Yes	10.0	640
	B. No	77.1	4953
93. None	A. Yes	5.2	334
	B. No	57.2	3674
94-97. On the average, how much time during school hours is spent each week by a pupil in your class in the following activities?			
94. Basic reading instructional program	A. Less than 1 hour	2.6	168
	B. 1 - 3 hours	24.5	1576
	C. 4 - 7 hours	43.2	2778
	D. More than 7 hours	28.1	1806
95. Library activities (selecting books, locating material, etc.)	A. Less than 1 hour	64.2	4127
	B. 1 - 3 hours	31.3	2013
	C. 4 - 7 hours	2.4	156
	D. More than 7 hours	0.6	41
96. Enrichment activities (plays, discussions, trips, research)	A. Less than 1 hour	43.8	2815
	B. 1 - 3 hours	47.0	3017
	C. 4 - 7 hours	6.6	423
	D. More than 7 hours	1.1	73

97. Independent reading	A. Less than 1 hour	30.6	1963
	B. 1 - 3 hours	55.4	3558
	C. 4 - 7 hours	10.2	658
	D. More than 7 hours	2.4	154
98-104. In your instructional reading program, how much emphasis do you place on each of the following?			
98. Introducing new words and building background	A. Much	81.7	5251
	B. Some	15.6	999
	C. Little	1.1	70
	D. None	0.3	20
99. Developing purposes for reading	A. Much	52.7	3389
	B. Some	40.4	2594
	C. Little	5.1	329
	D. None	0.5	30
100. Reading silently	A. Much	59.7	3835
	B. Some	33.4	2146
	C. Little	4.7	304
	D. None	0.8	53
101. Reading orally	A. Much	77.9	5006
	B. Some	19.5	1255
	C. Little	1.0	61
	D. None	0.3	20
102. Developing word pronunciation skills	A. Much	69.3	4452
	B. Some	25.0	1606
	C. Little	3.9	248
	D. None	0.6	36
103. Developing word meaning skills	A. Much	62.5	4015
	B. Some	31.6	2032
	C. Little	4.0	245
	D. None	0.5	35
104. Developing literal and higher comprehension skills	A. Much	41.7	2681
	B. Some	41.0	2635
	C. Little	13.4	858
	D. None	2.3	150
105-111. How much emphasis do you place on each of the following in your word recognition program?			
105. Configuration or whole word	A. Much	38.7	2485
	B. Some	41.9	2691
	C. Little	14.0	901
	D. None	3.5	225
106. Phonics (letter sounds)	A. Much	93.5	6010
	B. Some	4.5	287
	C. Little	0.4	27
	D. None	0.4	23
107. Linguistics (word patterns)	A. Much	30.8	1981
	B. Some	43.1	2770
	C. Little	17.6	1130
	D. None	6.6	423
108. Context	A. Much	57.8	3712
	B. Some	35.2	2260
	C. Little	4.7	299
	D. None	0.8	48
109. Structure (compounds, inflectional endings)	A. Much	35.5	2281
	B. Some	45.7	2935
	C. Little	13.7	882
	D. None	3.4	219
110. Kinesthetic (tracing)	A. Much	8.1	520
	B. Some	31.8	2046
	C. Little	41.1	2643
	D. None	17.1	1100
111. Dictionary	A. Much	5.1	329
	B. Some	21.6	1385
	C. Little	32.7	2102
	D. None	38.8	2492
112-113. How much time do you spend each morning and each afternoon on basic reading instruction? (If your total reading instruction each day typically falls in either the morning or the afternoon, select alternative D for item 112 or item 113.)			
112. Morning	A. 1 hour	31.8	2043
	B. 2 hours	43.4	2787
	C. 3 hours	9.6	619
	D. Does not apply	12.9	831
113. Afternoon	A. 1 hour	59.4	3814
	B. 2 hours	6.8	435
	C. 3 hours	0.8	52
	D. Does not apply	26.7	1717

114-119. How often do you use each of the following activities to introduce material to be read silently? (If any of these activity resources is not available to you, select alternative E. If any of the activities is available but is not used by you, select D.)

114. Showing a film or filmstrip	A. Almost always	1.9	121
	B. Some of the time	22.4	1438
	C. Rarely	25.6	1642
	D. Never	31.1	2000
	E. Does not apply	17.0	1093
115. Reading a related story to pupils	A. Almost always	9.2	590
	B. Some of the time	51.5	3312
	C. Rarely	22.7	1457
	D. Never	11.5	740
	E. Does not apply	3.3	212
116. Preparing a bulletin board	A. Almost always	8.1	520
	B. Some of the time	42.1	2706
	C. Rarely	27.8	1787
	D. Never	17.1	1098
	E. Does not apply	3.1	196
117. Discussing topic with children	A. Almost always	61.4	3943
	B. Some of the time	31.4	2015
	C. Rarely	2.5	161
	D. Never	1.8	116
	E. Does not apply	1.3	82
118. Directing pupil attention to pictures	A. Almost always	59.6	3832
	B. Some of the time	32.2	2070
	C. Rarely	3.3	210
	D. Never	2.0	130
	E. Does not apply	1.1	73
119. Affording experiences	A. Almost always	1.3	86
	B. Some of the time	14.2	913
	C. Rarely	33.1	2125
	D. Never	27.6	1775
	E. Does not apply	21.7	1396

120-128. How often during the total year's reading program will each of the following be used?

120. Basal readers	A. Much	93.6	6015
	B. Some	3.1	200
	C. Little	0.8	53
	D. Never, although available	0.7	42
	E. Not available	0.4	23
121. Supplementary basal readers	A. Much	40.4	2596
	B. Some	47.8	3073
	C. Little	6.5	419
	D. Never, although available	1.3	84
	E. Not available	2.3	149
122. Trade books (library books)	A. Much	39.5	2538
	B. Some	46.7	2999
	C. Little	10.3	659
	D. Never, although available	0.8	54
	E. Not available	1.2	75
123. Commercial workbook material	A. Much	70.2	4510
	B. Some	20.6	1325
	C. Little	4.8	308
	D. Never, although available	0.8	50
	E. Not available	2.0	129
124. Teacher-made material	A. Much	63.2	4062
	B. Some	31.8	2043
	C. Little	3.3	212
	D. Never, although available	0.2	10
	E. Not available	0.1	7
125. Intensive phonic material	A. Much	76.7	4931
	B. Some	17.6	1129
	C. Little	2.2	138
	D. Never, although available	0.6	36
	E. Not available	1.4	91
126. Programmed material	A. Much	12.8	824
	B. Some	22.6	1454
	C. Little	15.1	972
	D. Never, although available	4.4	282
	E. Not available	42.6	2734
127. Periodicals and/or news materials	A. Much	11.7	750
	B. Some	39.4	2530
	C. Little	25.6	1643
	D. Never, although available	7.8	506
	E. Not available	13.6	871

128. Multilevel instructional kits	A. Much	4.3	278
	B. Some	14.6	935
	C. Little	12.5	806
	D. Never, although available	6.7	433
	E. Not available	59.6	3829
129-135. Once formal reading instruction has begun, how often do you consider each of the following in determining the instructional level or grouping in the basic instructional program throughout the school year?			
129. Standardized tests	A. Almost always	13.1	842
	B. Some of the time	31.0	1990
	C. Rarely	19.4	1248
	D. Never, although available	6.4	410
	E. Not available	27.7	1780
130. Previous teacher's anecdotal records	A. Almost always	4.4	281
	B. Some of the time	23.5	1508
	C. Rarely	23.8	1532
	D. Never, although available	12.5	804
	E. Not available	33.3	2142
131. Previous teacher's grouping list	A. Almost always	3.5	227
	B. Some of the time	15.2	977
	C. Rarely	19.5	1253
	D. Never, although available	15.5	993
	E. Not available	43.6	2804
132. Individual reading tests (informal reading inventories	A. Almost always	30.7	1974
	B. Some of the time	39.3	2523
	C. Rarely	11.0	708
	D. Never, although available	2.5	158
	E. Not available	14.7	942
133. Skill tests (auditory discrimination, visual discrimination, etc.)	A. Almost always	37.2	2387
	B. Some of the time	40.7	2612
	C. Rarely	8.6	552
	D. Never, although available	1.4	91
	E. Not available	10.1	650
134. Basal reader tests (accompany basal reader)	A. Almost always	44.4	2850
	B. Some of the time	28.7	1843
	C. Rarely	6.3	402
	D. Never, although available	2.8	182
	E. Not available	16.0	1028
135. Previous book completed	A. Almost always	40.6	2611
	B. Some of the time	38.5	2474
	C. Rarely	11.0	704
	D. Never, although available	2.7	176
	E. Not available	5.2	336

FOURTH-GRADE TEACHERS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1-5. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?			
1. Remedial teacher	A. Almost always	28.5	1585
	B. Some of the time	28.5	1588
	C. Rarely	5.3	297
	D. Never	12.6	699
	E. Not available	24.1	1343
2. Teacher aide	A. Almost always	1.7	95
	B. Some of the time	7.1	397
	C. Rarely	3.6	201
	D. Never	23.0	1282
	E. Not available	63.4	3534
3. Classroom teacher on released school time	A. Almost always	1.9	107
	B. Some of the time	5.0	281
	C. Rarely	3.9	218
	D. Never	38.6	2150
	E. Not available	49.3	2748
4. Classroom teacher before or after school	A. Almost always	10.8	602
	B. Some of the time	41.5	2314
	C. Rarely	20.1	1119
	D. Never	15.1	841
	E. Not available	11.5	642
5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)	A. Almost always	1.8	102
	B. Some of the time	9.2	512
	C. Rarely	8.3	461
	D. Never	19.7	1097
	E. Not available	59.7	3325
6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)			
6. College reading course taken during the school year (night school, extension course, etc.)	A. Very good	11.3	627
	B. Good	10.2	569
	C. Fair	5.7	318
	D. Poor	1.9	107
	E. Does not apply	70.1	3906
7. In-service program of one day (or equivalent time)	A. Very good	5.4	298
	B. Good	10.4	581
	C. Fair	8.1	453
	D. Poor	2.1	118
	E. Does not apply	73.0	4068
8. In-service program of two or more days (or equivalent time)	A. Very good	4.2	233
	B. Good	4.4	245
	C. Fair	2.7	150
	D. Poor	0.9	48
	E. Does not apply	86.9	4840
9. College course in reading taken in summer school	A. Very good	6.4	358
	B. Good	5.5	304
	C. Fair	2.3	129
	D. Poor	0.8	45
	E. Does not apply	84.1	4687
10-14. If you have participated in any of the in-service program(s) in reading listed below, rate the effectiveness of the program(s). (If you have not participated, select alternative E.)			
10. State Department of Education	A. Very good	1.5	85
	B. Good	1.7	94
	C. Fair	0.8	42
	D. Poor	0.2	11
	E. Does not apply	94.9	5285
11. Local personnel	A. Very good	5.0	280
	B. Good	7.5	415
	C. Fair	4.2	232
	D. Poor	0.8	46
	E. Does not apply	81.5	4543
12. Commercial (textbook company)	A. Very good	3.6	200
	B. Good	9.0	503
	C. Fair	8.5	474
	D. Poor	2.1	119
	E. Does not apply	75.7	4218

13. College or university	A. Very good	5.1	283
	B. Good	6.1	338
	C. Fair	2.1	116
	D. Poor	0.6	31
	E. Does not apply	85.3	4752
14. Professional organization	A. Very good	2.3	129
	B. Good	2.3	128
	C. Fair	1.1	59
	D. Poor	0.3	18
	E. Does not apply	93.1	5189
15-19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)			
15. An experienced colleague	A. Very valuable	44.9	2502
	B. Some value	30.6	1706
	C. Little or no value	4.0	224
	D. Does not apply	19.4	1082
16. Book company consultant(s)	A. Very valuable	4.0	222
	B. Some value	30.1	1674
	C. Little or no value	20.9	1164
	D. Does not apply	44.2	2462
17. Local school supervisor(s) and/or consultant(s)	A. Very valuable	26.0	1447
	B. Some value	36.5	2031
	C. Little or no value	12.0	668
	D. Does not apply	24.8	1381
18. Special consultant(s) hired by local school board	A. Very valuable	10.7	595
	B. Some value	15.8	879
	C. Little or no value	6.1	339
	D. Does not apply	66.5	3704
19. State Department consultant(s)	A. Very valuable	1.6	87
	B. Some value	4.4	243
	C. Little or no value	5.9	327
	D. Does not apply	87.1	4851
20. If you could choose one administrative policy that would make your instruction more effective, which of the following would it be?	A. Fewer children in class	52.8	2941
	B. Assignment of teacher aide	13.3	742
	C. More time allowable for reading	7.7	430
	D. More homogeneous grouping of children	15.3	852
	E. Availability of more equipment and/or material	9.9	553
21. Can you refer children for remedial/corrective instruction? (If yes, answer items 22-27. If no, choose alternative E for items 22-27.)	A. Yes	71.0	3953
	B. No	27.8	1547
22-27. How often does each of the following take place after a child is referred for remedial/corrective instruction? (Select alternative E for any procedure not followed in your school.)			
22. Remedial teacher diagnoses in depth	A. Almost always	44.2	2461
	B. Some of the time	15.8	878
	C. Rarely	4.5	250
	D. Never	2.3	127
	E. Does not apply	31.6	1759
23. Remedial teacher discusses diagnoses with classroom teacher	A. Almost always	37.2	2072
	B. Some of the time	19.8	1104
	C. Rarely	6.7	372
	D. Never	3.9	217
	E. Does not apply	30.8	1718
24. Remedial teacher plans approach for classroom work with these children	A. Almost always	14.4	802
	B. Some of the time	17.9	998
	C. Rarely	13.2	734
	D. Never	18.2	1016
	E. Does not apply	34.6	1926
25. Remedial teacher informs classroom teacher of child's progress	A. Almost always	38.1	2125
	B. Some of the time	18.1	1010
	C. Rarely	6.9	385
	D. Never	3.9	218
	E. Does not apply	31.2	1736
26. Remedial teacher uses special materials that may not be used in classroom reading program(s)	A. Almost always	39.3	2187
	B. Some of the time	20.4	1134
	C. Rarely	3.9	218
	D. Never	2.3	129
	E. Does not apply	32.3	1799
27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction	A. Almost always	50.9	2837
	B. Some of the time	9.4	523
	C. Rarely	3.1	175
	D. Never	3.3	181
	E. Does not apply	31.6	1758

28-34. To diagnose reading difficulty for children in your school, what types of tests are used, and by whom are they used? (Select alternative D for those not used.)

28. Audiometric (individual)	A. Used by classroom teacher	6.8	380
	B. Used by reading consultant	24.4	1360
	C. Used by other personnel	26.7	1487
	D. Not available	39.3	2188
29. Visual screening (at near point)	A. Used by classroom teacher	8.4	469
	B. Used by reading consultant	19.6	1091
	C. Used by other personnel	28.4	1580
	D. Not available	40.2	2239
30. Individual intelligence	A. Used by classroom teacher	38.2	2127
	B. Used by reading consultant	24.3	1352
	C. Used by other personnel	24.8	1383
	D. Not available	10.4	581
31. Individual reading inventory	A. Used by classroom teacher	47.9	2668
	B. Used by reading consultant	32.4	1806
	C. Used by other personnel	4.7	260
	D. Not available	12.7	706
32. Specific skills (auditory-visual discrimination, comprehension, etc.)	A. Used by classroom teacher	52.7	2938
	B. Used by reading consultant	28.9	1610
	C. Used by other personnel	5.6	310
	D. Not available	10.3	571
33. Perceptual, emotional and/or physical	A. Used by classroom teacher	12.0	668
	B. Used by reading consultant	22.4	1249
	C. Used by other personnel	34.3	1913
	D. Not available	28.5	1587
34. Speech	A. Used by classroom teacher	7.0	390
	B. Used by reading consultant	28.5	1590
	C. Used by other personnel	38.0	2117
	D. Not available	24.0	1336

35-42. In teaching reading, how much use is made of each piece of equipment listed below? (Select alternative D for equipment not available to you.)

35. Filmstrip projector	A. Almost always	3.9	219
	B. Some of the time	40.1	2234
	C. Rarely	49.0	2732
	D. Not available	5.9	331
36. Film projector	A. Almost always	2.6	146
	B. Some of the time	25.2	1402
	C. Rarely	59.0	3284
	D. Not available	12.1	676
37. Tape recorder	A. Almost always	2.7	148
	B. Some of the time	35.2	1961
	C. Rarely	45.9	2558
	D. Not available	15.3	854
38. Overhead projector	A. Almost always	3.5	193
	B. Some of the time	28.2	1573
	C. Rarely	51.2	2852
	D. Not available	16.2	902
39. Record player	A. Almost always	4.6	255
	B. Some of the time	35.2	1958
	C. Rarely	52.2	2907
	D. Not available	7.1	398
40. Electronic listening station	A. Almost always	0.5	26
	B. Some of the time	3.1	175
	C. Rarely	9.4	526
	D. Not available	85.9	4787
41. Teaching machines	A. Almost always	0.9	49
	B. Some of the time	6.7	374
	C. Rarely	9.4	521
	D. Not available	82.1	4573
42. Television	A. Almost always	2.5	141
	B. Some of the time	17.4	967
	C. Rarely	38.0	2115
	D. Not available	41.2	2295

43. Are standardized reading tests used in your school? (If yes, answer items 44-47. If no, skip items 44-47.)	A. Yes	90.9	5065
	B. No	8.0	444

44-47. What part does the teacher play in the use of standardized tests? Are they

44. Selected by teacher?	A. Always	4.2	236
	B. Sometimes	14.9	830
	C. Never	73.0	4068
45. Administered by teacher?	A. Always	76.8	4281
	B. Sometimes	12.5	697
	C. Never	2.9	162

46. Scored by teacher?	A. Always	42.9	2391
	B. Sometimes	31.3	1746
	C. Never	17.9	996
47. Interpreted by teacher?	A. Always	58.8	3278
	B. Sometimes	24.6	1371
	C. Never	8.7	483
48. Which of the following standardized achievement tests is used in your classroom? (If none is used, skip this item.)	A. California Achievement Tests	8.0	444
	B. Iowa Test of Basic Skills	30.2	1681
	C. Metropolitan Achievement Tests	14.5	808
	D. SRA Achievement Series	9.4	521
	E. Stanford Achievement Test	28.4	1583
49-51. Complete items 49-51 with regard to your present status including this school year.			
49. Number of years teaching experience	A. Less than 3	21.3	1184
	B. 3 - 6	22.8	1268
	C. 7 - 12	17.3	963
	D. 13 - 20	15.1	840
	E. More than 20	23.0	1280
50. Number of years at present grade level	A. Less than 3	36.5	2033
	B. 3 - 6	27.5	1530
	C. 7 - 12	17.9	997
	D. 13 - 20	10.5	582
	E. More than 20	6.9	382
51. Number of years since last reading course	A. Less than 3	40.6	2261
	B. 3 - 6	29.8	1661
	C. 7 - 12	17.3	964
	D. 13 - 20	6.1	338
	E. More than 20	4.5	253
52. On the average, how much time do you devote to reading instruction each week?	A. 0 - 5 hours	35.9	1997
	B. 6 - 10 hours	55.5	3092
	C. 11 - 15 hours	5.2	292
	D. More than 15 hours	1.7	92
53. How do you group your children most of the time for basic reading instruction?	A. Individualized	3.9	216
	B. Groups based on instructional level	67.4	3752
	C. Groups based on skill needs	20.1	1117
	D. All or most of the class taught together	7.1	396
54. Which of the following best describes the range in reading needs of children in your classroom?	A. Very broad	38.7	2154
	B. Average	51.7	2881
	C. Very narrow	8.0	446
55. How many children do you have in your present classroom?	A. Fewer than 26	38.0	2114
	B. 26 - 30	38.4	2139
	C. 31 - 35	18.1	1009
	D. 36 - 40	3.9	216
	E. More than 40	0.3	18
56-60. On the average, how much time each week during school hours would be spent by a pupil in your class in each of the following activities?			
56. Basic reading instructional program	A. Less than 1 hour	3.7	208
	B. 1 - 3 hours	31.2	1739
	C. 4 - 7 hours	58.5	3260
	D. More than 7 hours	4.8	269
57. Library activities (selecting books, locating material, etc.)	A. Less than 1 hour	55.5	3094
	B. 1 - 3 hours	40.6	2263
	C. 4 - 7 hours	2.0	113
	D. More than 7 hours	0.3	17
58. Enrichment-type activities (plays, discussions, trips, research)	A. Less than 1 hour	49.7	2769
	B. 1 - 3 hours	44.2	2460
	C. 4 - 7 hours	3.9	215
	D. More than 7 hours	0.7	41
59. Developing reading skills in content areas	A. Less than 1 hour	13.3	738
	B. 1 - 3 hours	57.3	3193
	C. 4 - 7 hours	23.3	1299
	D. More than 7 hours	4.4	245
60. Independent reading	A. Less than 1 hour	20.8	1158
	B. 1 - 3 hours	63.5	3536
	C. 4 - 7 hours	12.3	684
	D. More than 7 hours	1.9	107
61-69. On the average, how much emphasis do you give to each of the following in your instructional reading program?			
61. Introducing new words and building background	A. Much	65.6	3655
	B. Some	30.0	1671
	C. Little	2.8	155
	D. None	0.1	7
62. Developing purposes for reading	A. Much	46.9	2612
	B. Some	46.7	2601
	C. Little	4.7	262
	D. None	0.2	11

63. Reading silently	A. Much	66.7	3714
	B. Some	30.0	1669
	C. Little	1.7	96
	D. None	0.2	9
64. Reading orally	A. Much	30.6	1705
	B. Some	55.9	3114
	C. Little	12.0	667
	D. None	0.1	4
65. Developing word pronunciation skills	A. Much	56.2	3128
	B. Some	38.4	2138
	C. Little	3.9	219
	D. None	0.1	3
66. Developing word meaning skills	A. Much	66.4	3701
	B. Some	30.4	1691
	C. Little	1.7	94
	D. None	0.1	3
67. Developing literal and higher comprehension skills	A. Much	45.8	2553
	B. Some	43.7	2432
	C. Little	8.4	466
	D. None	0.5	30
68. Developing study skills	A. Much	50.7	2872
	B. Some	41.2	2297
	C. Little	6.1	341
	D. None	0.3	19
69. Developing speed	A. Much	9.6	535
	B. Some	49.9	2781
	C. Little	34.1	1901
	D. None	4.9	271

70-77. How often do you consider each of the following in determining instructional level or grouping in the basic instructional program?

70. Standardized tests	A. Almost always	32.0	1781
	B. Some of the time	49.2	2740
	C. Rarely	11.2	625
	D. Never	2.9	160
	E. Not available	2.9	164
71. Previous teacher's anecdotal records	A. Almost always	22.9	1278
	B. Some of the time	48.6	2705
	C. Rarely	16.7	928
	D. Never	4.5	253
	E. Not available	5.7	316
72. Previous teacher's grouping list	A. Almost always	26.2	1460
	B. Some of the time	40.4	2248
	C. Rarely	16.3	908
	D. Never	10.2	568
	E. Not available	5.3	297
73. Individual reading test	A. Almost always	35.1	1953
	B. Some of the time	40.6	2259
	C. Rarely	10.0	557
	D. Never	3.0	165
	E. Not available	9.8	546
74. Skill tests (auditory-visual discrimination, comprehension assessment)	A. Almost always	28.6	1592
	B. Some of the time	40.3	2244
	C. Rarely	12.9	716
	D. Never	3.8	210
	E. Not available	12.8	713
75. Basal reader tests	A. Almost always	30.8	1715
	B. Some of the time	39.1	2176
	C. Rarely	11.7	649
	D. Never	5.4	298
	E. Not available	11.4	637
76. Previous book completed	A. Almost always	34.7	1934
	B. Some of the time	39.7	2212
	C. Rarely	14.1	787
	D. Never	8.2	454
	E. Not available	1.5	84
77. Multilevel instructional kit tests	A. Almost always	4.6	257
	B. Some of the time	16.8	934
	C. Rarely	12.7	705
	D. Never	11.8	655
	E. Not available	52.5	2925

78-86. In your opinion, which types of reading instruction listed below do not receive enough of your attention because of factors beyond your control (such as lack of time or materials)? (For those you feel have enough attention, select alternative A; for those with inadequate attention, select alternative B.)

78. Introducing new words and building background	A. Yes	83.6	4659
	B. No	14.4	804
79. Developing purposes for reading	A. Yes	72.0	4009
	B. No	26.1	1455
80. Reading silently	A. Yes	85.4	4758
	B. No	12.7	708
81. Reading orally	A. Yes	65.6	3656
	B. No	32.5	1813
82. Developing word pronunciation skills	A. Yes	73.9	4114
	B. No	24.2	1349
83. Developing word meaning skills	A. Yes	73.7	4104
	B. No	24.3	1351
84. Developing literal and higher comprehension skills	A. Yes	43.9	2442
	B. No	54.1	3015
85. Developing study skills	A. Yes	53.7	2989
	B. No	44.6	2486
86. Developing speed	A. Yes	27.7	1544
	B. No	70.6	3933

87-93. Which two of the following would be most reliable to use for grouping? (Indicate your opinion by selecting alternative A for two items and alternative B for all others.)

87. Standardized tests	A. Yes	35.5	1978
	B. No	62.1	3460
88. Previous teacher's anecdotal records	A. Yes	20.9	1165
	B. No	76.9	4282
89. Previous teacher's grouping list	A. Yes	20.4	1135
	B. No	77.4	4312
90. Individual reading test	A. Yes	66.8	3721
	B. No	31.4	1747
91. Skill tests (auditory-visual discrimination, comprehension assessment)	A. Yes	44.9	2500
	B. No	53.0	2953
92. Basal reader tests	A. Yes	26.4	1472
	B. No	71.4	3975
93. Multilevel instructional kit tests	A. Yes	9.9	554
	B. No	87.6	4880

94-100. How much emphasis do you place on each of the following in your word recognition program?

94. Configuration or whole word	A. Much	26.7	1486
	B. Some	47.6	2650
	C. Little	17.1	950
	D. None	7.0	388
95. Phonics (letter sounds)	A. Much	75.3	4194
	B. Some	12.1	1177
	C. Little	1.9	108
	D. None	0.2	10
96. Linguistics (word patterns)	A. Much	24.5	1365
	B. Some	46.7	2603
	C. Little	20.7	1154
	D. None	6.4	355
97. Context	A. Much	67.2	3744
	B. Some	28.8	1603
	C. Little	2.3	128
	D. None	0.2	13
98. Structural (affixes, roots, syllables)	A. Much	77.0	4291
	B. Some	19.7	1098
	C. Little	1.4	76
	D. None	0.3	17
99. Kinesthetic (tracing)	A. Much	1.8	100
	B. Some	11.0	612
	C. Little	29.0	1615
	D. None	56.4	3142
100. Referential (dictionary, glossary, etc.)	A. Much	58.3	3246
	B. Some	34.1	1900
	C. Little	5.5	304
	D. None	0.7	41

101-105. How much emphasis do you place on each of the following in developing study skills in your reading program?

101 Locational skills (alphabetical order, table of contents, index)	A. Much	69.4	3868
	B. Some	27.5	1531
	C. Little	1.5	84
	D. None	0.1	4
102. Organizational skills (outlining, use of headings)	A. Much	25.4	1413
	B. Some	53.6	2984
	C. Little	17.0	948
	D. None	2.5	139
103. Critical reading skills (inferences, connotation of words)	A. Much	35.1	1954
	B. Some	46.5	2593
	C. Little	15.0	836
	D. None	1.9	103
104. Retention skills (summarizing, note taking)	A. Much	20.5	1139
	B. Some	48.4	2696
	C. Little	25.4	1417
	D. None	4.3	238
105. Descriptive skills (maps, charts, graphs)	A. Much	26.5	1475
	B. Some	47.8	2662
	C. Little	20.2	1125
	D. None	4.0	222

106-111. How often do you use each of the following in introducing material that is to be read silently?

106. Showing a film or filmstrip	A. Almost always	1.9	106
	B. Some of the time	23.1	1284
	C. Rarely	38.5	2147
	D. Never	34.8	1936
107. Reading a related story to pupils	A. Almost always	5.3	293
	B. Some of the time	50.1	2789
	C. Rarely	32.9	1835
	D. Never	10.1	561
108. Preparing a bulletin board	A. Almost always	7.4	410
	B. Some of the time	41.8	2329
	C. Rarely	33.1	1845
	D. Never	15.8	882
109. Discussing topic with children	A. Almost always	79.5	4428
	B. Some of the time	17.9	995
	C. Rarely	0.8	42
	D. Never	0.2	13
110. Directing pupil attention to pictures	A. Almost always	63.2	3521
	B. Some of the time	31.9	1777
	C. Rarely	2.8	155
	D. Never	0.5	27
111. Affording experiences	A. Almost always	1.6	91
	B. Some of the time	13.9	774
	C. Rarely	37.6	2093
	D. Never	45.0	2504

112-113. If you have a program of referral for children who need remedial/corrective instruction, indicate the number you referred in the preceding school year and the number of referrals who were accepted. (If you did not teach in your present school last year, select alternative D.)

112. In the past year how many children did you refer for remedial/corrective instruction?	A. None	12.1	676
	B. 1-4	30.3	1689
	C. 5 or more	20.6	1150
	D. Does not apply	34.5	1922
113. How many were accepted?	A. None	11.0	610
	B. 1-4	31.3	1745
	C. 5 or more	16.6	926
	D. Does not apply	38.5	2143

114-122. On the average, how often during the total year's program will each of the following be used in your reading program?

114. Basal readers	A. Much	90.6	5048
	B. Some	5.2	287
	C. Little	1.2	65
	D. Never, although available	1.0	53
	E. Not available	0.5	27
115. Supplementary basal readers	A. Much	28.1	1564
	B. Some	52.4	2918
	C. Little	10.7	597
	D. Never, although available	2.8	156
	E. Not available	4.3	238

116. Trade books (library books)	A. Much	51.1	2846
	B. Some	39.2	2184
	C. Little	6.4	356
	D. Never, although available	1.0	56
	E. Not available	0.7	37
117. Commercial workbook material	A. Much	64.6	3597
	B. Some	24.0	1338
	C. Little	5.6	314
	D. Never, although available	1.0	54
	E. Not available	3.0	168
118. Teacher-made material	A. Much	33.5	1864
	B. Some	50.0	2783
	C. Little	13.1	729
	D. Never, although available	0.7	40
	E. Not available	1.1	59
119. Intensive phonic material	A. Much	28.7	1601
	B. Some	42.4	2364
	C. Little	20.6	1146
	D. Never, although available	2.1	118
	E. Not available	4.3	241
120. Programmed material	A. Much	7.7	427
	B. Some	23.7	1318
	C. Little	18.7	1044
	D. Never, although available	4.8	269
	E. Not available	42.8	2386
121. Periodicals and/or news material	A. Much	15.5	862
	B. Some	43.8	2441
	C. Little	27.0	1504
	D. Never, although available	4.8	268
	E. Not available	7.1	396
122. Multilevel instructional kits	A. Much	14.3	797
	B. Some	24.4	1361
	C. Little	9.2	510
	D. Never, although available	6.8	380
	E. Not available	43.2	2409

123-127. How much emphasis do you place on each of the following in developing study skills in the reading program?

123. Teacher-made material	A. Much	30.4	1692
	B. Some	48.1	2678
	C. Little	16.8	933
	D. Never, although available	1.4	77
	E. Not available	1.6	89
124. Workbooks	A. Much	63.2	3519
	B. Some	28.8	1604
	C. Little	3.6	199
	D. Never, although available	0.5	29
	E. Not available	2.2	125
125. Basal reader manual	A. Much	72.8	4058
	B. Some	20.5	1144
	C. Little	3.1	174
	D. Never, although available	1.0	53
	E. Not available	0.8	47
126. Content area textbooks	A. Much	39.7	2210
	B. Some	40.0	2226
	C. Little	12.5	696
	D. Never, although available	2.0	112
	E. Not available	3.8	214
127. Multilevel skill-building kits	A. Much	13.3	740
	B. Some	24.9	1389
	C. Little	9.0	501
	D. Never, although available	6.6	368
	E. Not available	44.0	2449

128-134. On the average, how much time during school hours will the typical student spend in each of the following activities? (If you do not provide an activity, select alternative [illegible])

128. Browsing and selecting books in central library	A. Much	6.7	373
	B. Some	48.1	2678
	C. Little	18.1	1009
	D. None	2.0	112
	E. Does not apply	23.1	1288
129. Browsing and selecting books in room library	A. Much	22.3	1244
	B. Some	57.8	3221
	C. Little	12.4	692
	D. None	1.0	55
	E. Does not apply	4.6	254

130. Reading selected books independently	**A. Much**	**27.1**	**1508**
	B. Some	**58.0**	**3229**
	C. Little	**11.2**	**622**
	D. None	**0.9**	**52**
	E. Does not apply	**0.9**	**49**
131. Reporting on books (oral or written)	**A. Much**	**19.2**	**1072**
	B. Some	**58.5**	**3257**
	C. Little	**17.2**	**959**
	D. None	**2.2**	**121**
	E. Does not apply	**1.0**	**56**
132. Doing research related to curriculum areas	**A. Much**	**17.4**	**968**
	B. Some	**54.7**	**3047**
	C. Little	**20.3**	**1133**
	D. None	**3.1**	**173**
	E. Does not apply	**2.4**	**133**
133. Writing reports related to curriculum areas	**A. Much**	**15.5**	**866**
	B. Some	**54.1**	**3016**
	C. Little	**22.4**	**1246**
	D. None	**3.6**	**202**
	E. Does not apply	**2.3**	**127**
134. Making murals, role playing, preparing scientific experiments, etc.	**A. Much**	**14.2**	**793**
	B. Some	**52.6**	**2928**
	C. Little	**25.2**	**1402**
	D. None	**4.2**	**231**
	E. Does not apply	**1.9**	**105**
135. If you had unlimited facilities and staff for referring children for remedial/corrective instruction, how many children do you estimate you would refer during the school year?	**A. None**	**4.9**	**270**
	B. 1 - 4	**33.6**	**1871**
	C. 5 - 8	**40.5**	**2255**
	D. 9 - 12	**13.0**	**722**
	E. More than 12	**6.1**	**339**

SEVENTH-GRADE TEACHERS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1. For which grade level are you completing this survey questionnaire?	A. Seventh-grade	97.3	544
2. How many teachers are completing the survey?	A. 10 or more	1.3	7
	B. 7-9	3.2	18
	C. 4-6	10.9	61
	D. 2-3	27.7	155
	E. 1	55.3	309
3. How many pupils are in the grade for which you are completing the survey?	A. More than 400	4.5	25
	B. 301-400	9.8	55
	C. 151-300	28.1	157
	D. 51-150	29.9	167
	E. 50 or less	26.3	147
4-6. Describe the residence areas in which pupils live who are in this grade.			
4. What percentage live in urban residence areas?	A. More than 50%	22.0	123
	B. 26-50%	7.2	40
	C. 11-25%	3.9	22
	D. Less than 10%	63.2	353
5. What percentage live in rural residence areas?	A. More than 50%	35.2	197
	B. 26-50%	8.6	48
	C. 11-25%	8.2	46
	D. Less than 10%	45.3	253
6. What percentage live in suburban residence areas?	A. More than 50%	34.0	190
	B. 26-50%	8.1	45
	C. 11-25%	6.1	34
	D. Less than 10%	48.1	269
7. In general, which of the following best describes the income level of the homes from which students in this grade come?	A. Above average income	15.9	89
	B. Average income	36.3	203
	C. Below average income	17.7	99
	D. Wide range of income from above average to below average	28.8	161
8. In general, which of the following best describes the education level of the parents or the head of the household?	A. Completed college	7.0	39
	B. Some work beyond high school	29.3	164
	C. High school diploma	46.5	260
	D. Less than high school diploma	15.2	85
9. On the average, how often during the course of an entire school year does a reading consultant-supervisor work in your school?	A. Three or more days a week	12.9	72
	B. One or two days a week	6.6	37
	C. Less than one day a week	2.9	16
	D. Amount of time varies from week to week, but the consultant-supervisor is available upon request	16.5	92
	E. Does not apply (no consultant-supervisor available)	59.8	334
10-14. Do you have a specific program designed to meet the special needs of students in this grade who are			
10. Culturally disadvantaged?	A. Yes	36.5	204
	B. No	62.3	348
11. Physically, emotionally, perceptually, neurologically, or mentally handicapped?	A. Yes	45.1	252
	B. No	53.9	301
12. Bilingual or non-English speaking?	A. Yes	18.8	94
	B. No	82.1	459
13. Academically gifted or superior students?	A. Yes	42.6	238
	B. No	56.0	313
14. College-bound?	A. Yes	48.7	272
	B. No	50.1	280
15. In your school, what is the approximate number of library books available per student? (Include books in central library and classroom libraries.)	A. 20 or more	16.8	94
	B. 15-19	7.2	40
	C. 10-14	22.0	123
	D. 5-9	33.3	186
	E. 0-4	17.4	97
16-18. In your school this year			
16. Is a central school library available?	A. Yes	79.4	444
	B. No	8.4	47
	C. Does not apply (no central library)	11.1	62
17. Is the central school library staffed by one or more full-time librarians?	A. Yes	51.7	289
	B. No	31.3	179
	C. Does not apply (no central library)	15.9	89
18. Are instructional periods devoted to the teaching of library skills such as locational skills, use of card catalog, etc.?	A. Yes	73.4	410
	B. No	14.3	80
	C. Does not apply (no central library)	11.3	63

19. When are central school library facilities available to students?	A. Full school day plus out-of-school hours	39.2	219
	B. Full school day only	26.1	146
	C. Out-of-school hours only	2.9	16
	D. Less than the full school day	13.8	77
	E. Does not apply (no central library)	16.8	94
20. How many teachers teach developmental reading at the grade level for which you are completing this survey?	A. 5 or more	9.1	51
	B. 3-4	17.5	98
	C. 2	20.4	114
	D. 1	40.4	226
	E. None	11.6	65
21. For which grade are you completing the survey?	A. Seventh-grade	98.0	548
22. At this grade level, do you have a curriculum guide in reading that was written or revised no later than 1960?	A. Yes	41.5	232
	B. No	56.9	318
23-25. What percentage of pupils in this grade receive developmental reading instruction.			
23. In separate reading classes?	A. All	42.6	238
	B. 85-99%	4.8	27
	C. 16-84%	16.5	92
	D. 1-15%	14.3	80
	E. None	20.0	112
24. In English classes?	A. All	24.0	134
	B. 85-99%	5.7	32
	C. 16-84%	9.7	54
	D. 1-15%	12.5	70
	E. None	46.3	259
25. In content-area classes other than English?	A. All	9.7	54
	B. 85-99%	1.3	7
	C. 16-84%	8.2	46
	D. 1-15%	10.4	58
	E. None	68.7	384
26-28. At this grade level			
26. How many reading teachers teach developmental reading fifty percent or more of their time?	A. 4 or more	3.9	22
	B. 3	3.4	19
	C. 2	10.9	61
	D. 1	33.6	188
	E. None	46.7	261
27. How many reading teachers teach developmental reading less than fifty percent of their time?	A. 4 or more	6.4	36
	B. 3	4.3	24
	C. 2	9.3	52
	D. 1	20.2	113
	E. None	57.8	323
28. How many content-area teachers teach reading as a regular assigned part of their content-area teaching?	A. 4 or more	12.7	71
	B. 3	5.4	30
	C. 2	7.5	42
	D. 1	14.9	83
	E. None	58.1	325
29-30. At this grade level, how many class periods per week does the typical student receive developmental reading instruction taught in			
29. Separate reading classes?	A. 4 or more	31.0	173
	B. 3	16.3	91
	C. 2	22.0	123
	D. 1	8.1	45
	E. None	21.1	118
30. Content-area classes?	A. 4 or more	11.3	63
	B. 3	3.9	22
	C. 2	10.6	59
	D. 1	11.6	65
	E. None	60.3	337
31-38. How often is each of the following used in the developmental reading program for this grade?			
31. Texts or workbooks intended for teaching reading skills	A. Very frequently	48.3	270
	B. Frequently	31.3	175
	C. Infrequently	9.7	54
	D. Never, although available	0.5	3
	E. Not available	8.1	45
32. Content-area text or workbooks	A. Very frequently	18.3	102
	B. Frequently	30.2	169
	C. Infrequently	27.6	154
	D. Never, although available	5.4	30
	E. Not available	16.8	94
33. Periodicals (including newspapers and pamphlets)	A. Very frequently	8.1	45
	B. Frequently	31.7	177
	C. Infrequently	40.1	224
	D. Never, although available	2.9	16
	E. Not available	15.0	84

34. Kits or boxed material	**A. Very frequently**	**14.5**	**81**
	B. Frequently	**37.8**	**211**
	C. Infrequently	**21.5**	**120**
	D. Never, although available	**5.2**	**29**
	E. Not available	**19.3**	**108**
35. Library books	**A. Very frequently**	**18.3**	**102**
	B. Frequently	**48.1**	**269**
	C. Infrequently	**20.4**	**114**
	D. Never, although available	**4.5**	**25**
	E. Not available	**6.8**	**38**
36. Reading machines (tachistoscopes, pacers, etc.)	**A. Very frequently**	**7.3**	**41**
	B. Frequently	**16.6**	**93**
	C. Infrequently	**23.3**	**130**
	D. Never, although available	**8.8**	**49**
	E. Not available	**41.7**	**233**
37. Audiovisual materials (tapes, filmstrips, transparencies, etc.)	**A. Very frequently**	**7.7**	**43**
	B. Frequently	**26.7**	**149**
	C. Infrequently	**39.9**	**223**
	D. Never, although available	**8.9**	**50**
	E. Not available	**14.5**	**81**
38. Teacher-made materials	**A. Very frequently**	**12.9**	**72**
	B. Frequently	**36.5**	**204**
	C. Infrequently	**36.1**	**202**
	D. Never, although available	**2.3**	**13**
	E. Not available	**9.8**	**55**
39. Do you have a remedial-corrective program in your school?	**A. Yes**	**63.0**	**352**
	B. No	**36.1**	**202**
40. How many teachers teach remedial-corrective reading at the grade level for which you are completing this survey?	**A. 5 or more**	**1.1**	**6**
	B. 3-4	**5.2**	**29**
	C. 2	**8.2**	**46**
	D. 1	**46.9**	**262**
	E. None	**35.8**	**200**
41. For which grade level are you completing this survey?	**A. Seventh-grade**	**96.8**	**541**
42. What percentage of pupils at this grade level receive remedial-corrective instruction?	**A. More than 25%**	**6.3**	**35**
	B. 11-25%	**19.7**	**110**
	C. 1-10%	**39.2**	**219**
	D. None	**32.2**	**180**
43-44. At this grade level			
43. How many reading teachers teach remedial-corrective reading 50 percent or more of their time?	**A. 4 or more**	**1.4**	**8**
	B. 3	**0.5**	**3**
	C. 2	**3.9**	**22**
	D. 1	**31.8**	**178**
	E. None	**59.0**	**330**
44. How many reading teachers teach remedial-corrective reading less than 50 percent of their time?	**A. 4 or more**	**3.9**	**22**
	B. 3	**3.4**	**19**
	C. 2	**6.3**	**35**
	D. 1	**25.9**	**145**
	E. None	**57.4**	**321**
45. For how many class periods per week do the majority of pupils enrolled in remedial-corrective reading instruction receive training?	**A. 4 or more**	**18.1**	**181**
	B. 3	**14.0**	**78**
	C. 2	**17.2**	**96**
	D. 1	**7.9**	**44**
	E. Number varies	**28.6**	**160**
46-53. How often is each of the following used in the remedial-corrective program for this grade?			
46. Texts or workbooks intended for teaching reading skills	**A. Very frequently**	**34.4**	**192**
	B. Frequently	**27.0**	**151**
	C. Infrequently	**7.9**	**44**
	D. Never, although available	**3.6**	**20**
	E. Not available	**16.5**	**92**
47. Content-area text or workbooks	**A. Very frequently**	**8.4**	**47**
	B. Frequently	**25.0**	**140**
	C. Infrequently	**27.0**	**151**
	D. Never, although available	**7.9**	**44**
	E. Not available	**20.8**	**116**
48. Periodicals (including newspapers) and pamphlets	**A. Very frequently**	**5.6**	**31**
	B. Frequently	**21.1**	**118**
	C. Infrequently	**32.0**	**179**
	D. Never, although available	**9.7**	**54**
	E. Not available	**20.9**	**117**
49. Kits or boxed materials	**A. Very frequently**	**19.1**	**107**
	B. Frequently	**30.6**	**171**
	C. Infrequently	**14.0**	**78**
	D. Never, although available	**6.4**	**36**
	E. Not available	**19.0**	**106**

50. Library books	A. Very frequently	14.5	81
	B. Frequently	28.3	158
	C. Infrequently	22.0	123
	D. Never, although available	9.5	53
	E. Not available	14.5	81
51. Reading machines (tachistoscopes, pacers, etc.)	A. Very frequently	10.2	57
	B. Frequently	16.8	94
	C. Infrequently	20.6	115
	D. Never, although available	7.0	39
	E. Not available	34.7	194
52. Audiovisual materials (tapes, filmstrips, transparencies, etc.)	A. Very frequently	7.5	42
	B. Frequently	20.9	117
	C. Infrequently	29.2	163
	D. Never, although available	10.0	56
	E. Not available	21.8	122
53. Teacher-made materials	A. Very frequently	15.2	85
	B. Frequently	30.6	171
	C. Infrequently	22.5	126
	D. Never, although available	5.2	29
	E. Not available	15.9	89
54-57. How many teachers have participated in the following types of training in the teaching of reading this school year or last school year?			
54. College or university course	A. 4 or more	3.4	19
	B. 3	4.5	25
	C. 2	11.5	64
	D. 1	33.5	187
	E. None	45.4	254
55. State Department of Education sponsored program	A. 4 or more	0.4	2
	B. 3	1.4	8
	C. 2	3.6	20
	D. 1	10.2	57
	E. None	81.9	458
56. Locally sponsored program or workshop	A. 4 or more	6.3	35
	B. 3	3.0	17
	C. 2	6.6	37
	D. 1	21.1	118
	E. None	60.8	340
57. Publisher's workshop	A. 4 or more	2.3	13
	B. 3	1.8	10
	C. 2	5.2	29
	D. 1	20.0	112
	E. None	68.3	382
58-61. How much experience have teachers in the group had in teaching reading?	Reading teachers		
58. 1 or 2 years of experience in full- or part-time reading teaching	A. 3 or more	23.3	130
	B. 2	12.5	70
	C. 1	33.3	186
	D. None	26.8	150
59. 5 or more years of experience in full- or part-time reading teaching	A. 3 or more	15.7	88
	B. 2	10.6	59
	C. 1	33.5	187
	D. None	33.3	186
	Content-area teachers teaching reading as a regularly assigned part of content area instruction		
60. 1 or 2 years of experience as full- or part-time teachers of reading in content-area classes	A. 3 or more	11.8	86
	B. 2	6.8	38
	C. 1	15.9	89
	D. None	14.5	81
	E. Does not apply	47.9	268
61. 5 or more years of experience as full- or part-time teachers of reading in content-area classes	A. 3 or more	10.0	56
	B. 2	6.3	35
	C. 1	10.6	59
	D. None	20.8	116
	E. Does not apply	49.4	276
62-64. How many reading teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?			
62. Teaching developmental reading	A. 4 or more	6.4	36
	B. 3	8.1	45
	C. 2	17.4	97
	D. 1	46.9	262
	E. None	17.9	100
63. Teaching of remedial-corrective reading	A. 4 or more	2.0	11
	B. 3	4.7	26
	C. 2	11.3	63
	D. 1	43.7	244
	E. None	34.5	193

64. Children's or young adult literature	A. 4 or more	4.5	25
	B. 3	6.4	36
	C. 2	13.8	77
	D. 1	42.6	238
	E. None	29.0	162

65-67. How many content-area teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?

65. Teaching of developmental reading	A. 4 or more	9.3	52
	B. 3	6.3	35
	C. 2	12.2	68
	D. 1	24.0	134
	E. None	42.8	239
66. Teaching of remedial-corrective reading	A. 4 or more	2.7	15
	B. 3	3.2	18
	C. 2	8.4	47
	D. 1	20.6	115
	E. None	59.2	331
67. Children's or young adult literature	A. 4 or more	7.3	41
	B. 3	7.9	44
	C. 2	10.2	57
	D. 1	23.4	131
	E. None	45.4	254

68-71. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs in the teaching of reading, if available?

68. College or university courses	A. 4 or more	7.7	43
	B. 3	7.9	44
	C. 2	17.9	100
	D. 1	38.6	216
	E. None	25.4	142
69. State Department of Education sponsored program	A. 4 or more	7.5	42
	B. 3	8.8	49
	C. 2	15.6	87
	D. 1	35.8	200
	E. None	29.9	167
70. Locally sponsored program or workshop	A. 4 or more	13.4	75
	B. 3	10.0	56
	C. 2	16.8	94
	D. 1	39.4	220
	E. None	18.3	102
71. Publisher's workshop	A. 4 or more	11.1	62
	B. 3	10.6	59
	C. 2	14.9	83
	D. 1	34.5	193
	E. None	26.5	148

72-75. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs, if available?

72. Theory of reading	A. 4 or more	8.2	46
	B. 3	8.8	49
	C. 2	14.5	81
	D. 1	38.1	213
	E. None	27.9	156
73. Organizing reading programs	A. 4 or more	9.3	52
	B. 3	10.4	58
	C. 2	19.0	106
	D. 1	41.7	233
	E. None	17.4	97
74. Diagnosing reading problems	A. 4 or more	10.4	58
	B. 3	12.2	68
	C. 2	18.3	102
	D. 1	40.8	228
	E. None	16.5	92
75. Methods in teaching reading	A. 4 or more	14.5	81
	B. 3	11.6	65
	C. 2	17.2	96
	D. 1	40.8	228
	E. None	14.0	78

TENTH-GRADE TEACHERS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1. For which grade level are you completing this survey questionnaire?	A. Tenth-grade	97.6	290
2. How many teachers are completing the survey?	A. 10 or more	1.0	3
	B. 7-9	2.0	6
	C. 4-6	10.4	31
	D. 2-3	23.9	71
	E. 1	60.9	181
3. How many pupils are in the grade for which you are completing the survey?	A. More than 400	15.5	46
	B. 301-400	9.8	29
	C. 151-300	23.9	71
	D. 51-150	28.6	85
	E. 50 or less	19.5	58
4-6. Describe the residence areas in which pupils live who are in this grade.			
4. What percentage live in urban residence areas?	A. More than 50%	22.2	66
	B. 26-50%	8.8	26
	C. 11-25%	5.7	17
	D. Less than 10%	60.3	179
5. What percentage live in rural residence areas?	A. More than 50%	28.6	85
	B. 26-50%	8.8	26
	C. 11-25%	15.5	46
	D. Less than 10%	44.4	132
6. What percentage live in suburban residence areas?	A. More than 50%	36.0	107
	B. 26-50%	12.5	37
	C. 11-25%	13.8	41
	D. Less than 10%	34.7	103
7. In general, which of the following best describes the income level of the homes from which students in this grade come?	A. Above average income	16.5	49
	B. Average income	41.4	123
	C. Below average income	18.2	54
	D. Wide range of income from above average to below average	19.5	58
8. In general, which of the following best describes the education level of the parents or the head of the household?	A. Completed college	7.1	21
	B. Some work beyond high school	27.6	82
	C. High school diploma	48.2	143
	D. Less than high school diploma	13.5	40
9. On the average, how often during the course of an entire school year does a reading consultant-supervisor work in your school?	A. Three or more days a week	9.4	28
	B. One or two days a week	2.0	6
	C. Less than one day a week	2.7	8
	D. Amount of time varies from week to week, but the consultant-supervisor is available upon request	12.8	38
	E. Does not apply (no consultant-supervisor available)	70.0	208
10-14. Do you have a specific program designed to meet the special needs of students in this grade who are			
10. Culturally disadvantaged?	A. Yes	35.7	106
	B. No	62.3	185
11. Physically, emotionally, perceptually, neurologically, or mentally handicapped?	A. Yes	41.1	122
	B. No	56.9	169
12. Bilingual or non-English speaking?	A. Yes	16.2	48
	B. No	80.5	239
13. Academically gifted or superior students?	A. Yes	49.8	148
	B. No	47.8	142
14. College-bound?	A. Yes	70.4	209
	B. No	26.6	79
15. In your school, what is the approximate number of library books available per student? (Include books in central library and classroom libraries.)	A. 20 or more	16.1	48
	B. 15-19	7.7	23
	C. 10-14	28.0	83
	D. 5-9	32.7	97
	E. 0-4	9.8	29
16-18. In your school this year			
16. Is a central school library available?	A. Yes	95.0	282
	B. No	1.4	4
	C. Does not apply (no central library)	2.0	6
17. Is the central school library staffed by one or more full-time librarians?	A. Yes	80.5	239
	B. No	15.2	45
	C. Does not apply (no central library)	2.4	7
18. Are instructional periods devoted to the teaching of library skills such as locational skills, use of card catalog, etc.?	A. Yes	78.5	233
	B. No	17.2	51
	C. Does not apply (no central library)	2.0	6

19. When are central school library facilities available to students?	A. Full school day plus out-of-school hours	61.3	182
	B. Full school day only	29.0	86
	C. Out-of-school hours only	1.4	4
	D. Less than the full school day	4.4	13
	E. Does not apply (no central library)	2.7	8
20. How many teachers teach developmental reading at the grade level for which you are completing this survey?	A. 5 or more	6.1	18
	B. 3-4	6.1	18
	C. 2	9.8	29
	D. 1	45.8	136
	E. None	29.6	88
21. For which grade are you completing the survey?	A. Tenth-grade	97.3	289
22. At this grade level, do you have a curriculum guide in reading that was written or revised no later than 1[illegible]0?	A. Yes	36.0	107
	B. No	62.0	184
23-25. What percentage of pupils in this grade receive developmental reading instruction			
23. In separate reading classes?	A. All	4.4	13
	B. 85-99%	0.7	2
	C. 16-84%	13.5	40
	D. 1-15%	32.3	96
	E. None	46.8	139
24. In English classes?	A. All	22.2	66
	B. 85-99%	3.7	11
	C. 16-84%	15.8	47
	D. 1-15%	14.1	42
	E. None	42.1	125
25. In content-area classes other than English?	A. All	3.7	11
	B. 85-99%	0.3	1
	C. 16-84%	7.4	22
	D. 1-15%	12.1	36
	E. None	73.4	218
26-28. At this grade level			
26. How many reading teachers teach developmental reading fifty percent or more of their time?	A. 4 or more	1.4	4
	B. 3	0.3	1
	C. 2	3.4	10
	D. 1	35.4	105
	E. None	57.9	172
27. How many reading teachers teach developmental reading less than fifty percent of their time?	A. 4 or more	2.4	7
	B. 3	1.7	5
	C. 2	4.0	12
	D. 1	18.5	55
	E. None	71.4	212
28. How many content-area teachers teach reading as a regularly assigned part of their content-area teaching?	A. 4 or more	12.8	38
	B. 3	4.0	12
	C. 2	6.7	20
	D. 1	10.4	31
	E. None	63.6	189
29-30. At this grade level, how many class periods per week does the typical student receive developmental reading instruction taught in			
29. Separate reading classes?	A. 4 or more	13.8	41
	B. 3	7.1	21
	C. 2	19.5	58
	D. 1	7.1	21
	E. None	50.8	151
30. Content-area classes?	A. 4 or more	9.4	28
	B. 3	4.0	12
	C. 2	8.1	24
	D. 1	13.5	40
	E. None	62.3	185
31-38. How often is each of the following used in the developmental reading program for this grade?			
31. Texts or wordbooks intended for teaching reading skills	A. Very frequently	25.3	75
	B. Frequently	32.0	95
	C. Infrequently	15.5	46
	D. Never, although available	2.7	8
	E. Not available	20.9	62
32. Content-area text or workbooks	A. Very frequently	16.8	50
	B. Frequently	29.3	87
	C. Infrequently	25.3	75
	D. Never, although available	6.1	18
	E. Not available	18.5	55
33. Periodicals (including newspapers) and pamphlets	A. Very frequently	9.1	27
	B. Frequently	30.6	91
	C. Infrequently	31.0	92
	D. Never, although available	8.1	24
	E. Not available	17.9	53

34. Kits or boxed material	A. Very frequently	18.5	55
	B. Frequently	25.9	77
	C. Infrequently	19.9	59
	D. Never, although available	7.7	23
	E. Not available	23.9	71
35. Library books	A. Very frequently	15.8	47
	B. Frequently	31.3	93
	C. Infrequently	26.9	80
	D. Never, although available	9.1	27
	E. Not available	12.8	38
36. Reading machines (tachistoscopes, pacers, etc.)	A. Very frequently	13.8	41
	B. Frequently	19.2	57
	C. Infrequently	20.5	61
	D. Never, although available	6.7	20
	E. Not available	36.0	107
37. Audiovisual materials (tapes, filmstrips, transparencies, etc.)	A. Very frequently	8.1	24
	B. Frequently	30.3	90
	C. Infrequently	24.2	72
	D. Never, although available	9.1	27
	E. Not available	24.6	73
38. Teacher-made materials	A. Very frequently	14.1	42
	B. Frequently	29.0	86
	C. Infrequently	29.6	88
	D. Never, although available	4.4	13
	E. Not available	19.2	57
39. Do you have a remedial-corrective program in your school?	A. Yes	54.9	163
	B. No	43.4	129
40. How many teachers teach remedial-corrective reading at the grade level for which you are completing this survey?	A. 5 or more	0.3	1
	B. 3-4	2.7	8
	C. 2	7.1	21
	D. 1	45.5	135
	E. None	41.8	124
41. For which grade level are you completing this survey?	A. Tenth-grade	96.0	285
42. What percentage of pupils at this grade level receive remedial-corrective instruction?	A. More than 25%	3.7	11
	B. 11-25%	13.1	39
	C. 1-10%	40.7	121
	D. None	39.7	118
43-44. At this grade level			
43. How many reading teachers teach remedial-corrective reading 50 percent or more of their time?	A. 4 or more	0.3	1
	B. 3	0.0	0
	C. 2	3.4	10
	D. 1	33.3	99
	E. None	60.6	180
44. How many reading teachers teach remedial-corrective reading less than 50 percent of their time?	A. 4 or more	3.4	10
	B. 3	1.4	4
	C. 2	4.4	13
	D. 1	18.5	55
	E. None	70.0	208
45. For how many class periods per week do the majority of pupils enrolled in remedial-corrective reading instruction receive training?	A. 4 or more	15.8	47
	B. 3	11.1	33
	C. 2	15.5	46
	D. 1	5.1	15
	E. Number varies	34.7	103
46-53. How often is each of the following used in the remedial-corrective program for this grade?			
46. Texts or workbooks intended for teaching reading skills	A. Very frequently	26.6	79
	B. Frequently	25.9	77
	C. Infrequently	10.4	31
	D. Never, although available	5.1	15
	E. Not available	23.6	70
47. Content-area text or workbooks	A. Very frequently	10.8	32
	B. Frequently	23.2	69
	C. Infrequently	23.6	70
	D. Never, although available	7.7	23
	E. Not available	26.3	78
48. Periodicals (including newspapers) and pamphlets	A. Very frequently	8.8	26
	B. Frequently	20.9	62
	C. Infrequently	28.3	84
	D. Never, although available	8.8	26
	E. Not available	24.6	73
49. Kits or boxed materials	A. Very frequently	16.8	50
	B. Frequently	30.3	90
	C. Infrequently	12.5	37
	D. Never, although available	9.1	27
	E. Not available	22.6	67

50. Library books	A. Very frequently	13.1	39
	B. Frequently	21.2	63
	C. Infrequently	24.9	74
	D. Never, although available	11.1	33
	E. Not available	21.2	63
51. Reading machines (tachistoscopes, pacers, etc.)	A. Very frequently	12.5	37
	B. Frequently	17.5	52
	C. Infrequently	17.5	52
	D. Never, although available	10.1	30
	E. Not available	33.3	99
52. Audiovisual materials (tapes, filmstrips, transparencies, etc.)	A. Very frequently	9.8	29
	B. Frequently	18.2	54
	C. Infrequently	22.6	67
	D. Never, although available	10.8	32
	E. Not available	30.0	89
53. Teacher-made materials	A. Very frequently	14.8	44
	B. Frequently	23.2	69
	C. Infrequently	22.2	66
	D. Never, although available	5.4	16
	E. Not available	25.6	76
54-57. How many teachers have participated in the following types of training in the teaching of reading this school year or last school year?			
54. College or university course	A. 4 or more	2.7	8
	B. 3	2.4	7
	C. 2	8.8	26
	D. 1	38.1	113
	E. None	45.1	134
55. State Department of Education sponsored program	A. 4 or more	1.4	4
	B. 3	0.0	0
	C. 2	2.7	8
	D. 1	14.5	43
	E. None	77.8	231
56. Locally sponsored program or workshop	A. 4 or more	5.4	16
	B. 3	2.0	6
	C. 2	3.7	11
	D. 1	15.8	47
	E. None	69.0	205
57. Publisher's workshop	A. 4 or more	1.4	4
	B. 3	1.0	3
	C. 2	3.7	11
	D. 1	16.8	50
	E. None	74.1	220
58-61. How much experience have teachers in the group had in teaching reading?	Reading teachers		
58. 1 or 2 years of experience in full- or part-time reading teaching	A. 3 or more	16.2	48
	B. 2	10.4	31
	C. 1	30.3	90
	D. None	36.7	109
59. 5 or more years of experience in full- or part-time reading teaching	A. 3 or more	8.4	25
	B. 2	6.7	20
	C. 1	35.4	105
	D. None	39.7	118
	Content-area teachers teaching reading as a regularly-assigned part of content-area instruction		
60. 1 or 2 years of experience as full- or part-time teachers of reading in content-area classes	A. 3 or more	10.4	31
	B. 2	8.8	26
	C. 1	14.5	43
	D. None	14.1	42
	E. Does not apply	48.2	143
61. 5 or more years of experience as full- or part-time teachers of reading in content-area classes	A. 3 or more	6.4	19
	B. 2	5.7	17
	C. 1	10.4	31
	D. None	24.9	74
	E. Does not apply	49.5	147
62-64. How many reading teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?			
62. Teaching developmental reading	A. 4 or more	3.4	10
	B. 3	3.7	11
	C. 2	10.1	30
	D. 1	44.8	133
	E. None	34.3	102
63. Teaching of remedial-corrective reading	A. 4 or more	3.0	9
	B. 3	2.0	6
	C. 2	9.8	29
	D. 1	45.1	134
	E. None	35.7	106

64. Children's or young adult literature	A. 4 or more	4.4	13
	B. 3	3.4	10
	C. 2	9.8	29
	D. 1	38.4	114
	E. None	40.1	119

65-67. How many content-area teachers have three or more credits (include both graduate and undergraduate levels) in the following areas?

65. Teaching of developmental reading	A. 4 or more	6.1	18
	B. 3	6.1	18
	C. 2	9.4	28
	D. 1	17.2	51
	E. None	56.6	188
66. Teaching of remedial-corrective reading	A. 4 or more	3.4	10
	B. 3	3.4	10
	C. 2	9.8	29
	D. 1	19.5	58
	E. None	59.3	176
67. Children's or young adult literature	A. 4 or more	11.1	33
	B. 3	4.7	14
	C. 2	7.7	23
	D. 1	19.9	59
	E. None	51.5	153

68-71. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs in the teaching of reading if available?

68. College or university course	A. 4 or more	7.1	21
	B. 3	4.7	14
	C. 2	15.2	45
	D. 1	44.8	133
	E. None	24.6	73
69. State Department of Education sponsored program	A. 4 or more	8.4	19
	B. 3	4.0	12
	C. 2	12.8	38
	D. 1	45.5	135
	E. None	26.6	79
70. Locally sponsored program or workshop	A. 4 or more	8.8	26
	B. 3	8.4	25
	C. 2	13.8	41
	D. 1	40.4	120
	E. None	24.9	74
71. Publisher's workshop	A. 4 or more	8.7	20
	B. 3	8.7	20
	C. 2	12.8	38
	D. 1	40.7	121
	E. None	29.6	88

72-75. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs, if available?

72. Theory of reading	A. 4 or more	7.7	23
	B. 3	5.7	17
	C. 2	13.1	39
	D. 1	42.4	126
	E. None	27.6	82
73. Organizing reading programs	A. 4 or more	7.7	23
	B. 3	5.1	15
	C. 2	14.5	43
	D. 1	46.5	138
	E. None	23.2	69
74. Diagnosing reading problems	A. 4 or more	8.1	24
	B. 3	7.1	21
	C. 2	15.2	45
	D. 1	46.1	137
	E. None	20.9	62
75. Methods in teaching reading	A. 4 or more	11.8	35
	B. 3	7.7	23
	C. 2	13.8	41
	D. 1	46.8	139
	E. None	17.5	52

CONSULTANTS' SURVEY

QUESTION	ALTERNATIVES	NEW ENGLAND RESPONSES	
		%	N
1-4. What percentage of your total working time do you spend at each of the following chronological age levels in connection with any aspect of the reading program (teaching, consulting, supervising, etc.)? Use this school year as the basis for your answer.			
1. Ages 5-8 (usually kindergarten and primary grades)	A. 76-100%	13.7	17
	B. 51-75%	18.6	23
	C. 26-50%	21.8	27
	D. 1-25%	15.3	19
	E. None	28.2	35
2. Ages 9-11 (usually grades 4, 5, and 6)	A. 76-100%	2.4	3
	B. 51-75%	13.7	17
	C. 26-50%	34.7	43
	D. 1-25%	18.6	23
	E. None	26.6	33
3. Ages 12-14 (usually grades 7, 8, and 9)	A. 76-100%	8.1	10
	B. 51-75%	2.4	3
	C. 26-50%	25.8	32
	D. 1-25%	43.6	54
	E. None	16.9	21
4. Ages 15-18 (usually grades 10, 11, and 12)	A. 76-100%	5.7	7
	B. 51-75%	3.2	4
	C. 26-50%	10.5	13
	D. 1-25%	32.3	40
	E. None	44.4	55
5. Which of the following best describes your present role as a reading consultant-supervisor?	A. Full time spent in supervision or consultant work	25.0	31
	B. Almost all of the time in reading supervision consultant work, and a small portion of time teaching reading or diagnosing pupils' reading abilities	20.2	25
	C. Approximately 50 percent of time spent in reading supervision or consultant work, and the remainder of time spent in remedial/corrective work or teaching developmental reading	28.2	35
	D. Approximately 50 percent of time spent in reading supervision or consultant work and the remainder of time spent in other supervision or consultant work	10.5	13
	E. None of the above	14.5	18
6-8. Describe your own background, including this school year.			
6. How many years of teaching experience do you have?	A. More than 20	29.8	37
	B. 13-20	29.0	36
	C. 7-12	28.2	35
	D. 3-6	8.9	11
	E. Fewer than 3	0.0	0
7. How many years of consultant-supervisor experience do you have?	A. More than 20	3.2	4
	B. 13-20	9.7	12
	C. 7-12	21.0	26
	D. 3-6	33.1	41
	E. Fewer than 3	30.7	38
8. How many years have elapsed since the last reading course for which you received college credit?	A. More than 20	0.00	0
	B. 13-20	3.2	4
	C. 7-12	7.3	9
	D. 3-6	18.6	23
	E. Fewer than 3	69.4	86
9. In which area of specialization did you have the most work experience prior to your work as a reading consultant-supervisor?	A. Elementary (as a classroom teacher)	50.8	63
	B. English	17.7	22
	C. Content area other than English	2.4	3
	D. Reading (as a reading teacher)	20.2	25
	E. Other	5.7	7
10. Which of the following best describes your highest academic attainment?	A. Doctorate	5.7	7
	B. Master's degree plus 30 hours or more	37.1	46
	C. Master's degree (or 30 hours or more beyond a bachelor's degree)	49.2	61
	D. Bachelor's degree	4.8	6
	E. Less than a bachelor's degree	0.0	0

11. What is the total number of semester hours credit you hold in courses specifically related to the teaching of reading? (Include credit at both undergraduate and graduate levels. Do not include courses in measurement, psychology, or literature unless they were designed specifically to pertain to the teaching of reading.)	A. More than 21	59.7	74
	B. 16-21	29.0	36
	C. 10-15	7.3	9
	D. 3-9	1.6	2
12-16. In your work with teachers (outside their teaching periods), administrators, and other supervisors, how much emphasis is given to each of the following?			
12. Discussing the existing reading program: its problems, materials, etc.	A. Much	64.5	80
	B. Some	27.4	34
	C. Little	4.8	6
	D. None	0.8	1
13. Planning or developing new or experimental reading programs	A. Much	33.9	42
	B. Some	49.2	61
	C. Little	11.3	14
	D. None	3.2	4
14. Formulating or assessing procedures for evaluation of the reading program	A. Much	23.4	29
	B. Some	49.2	61
	C. Little	21.8	27
	D. None	2.4	3
15. Planning or participating in orientation programs for newly assigned teachers	A. Much	17.7	22
	B. Some	42.7	53
	C. Little	25.0	31
	D. None	12.1	15
16. Planning, implementing, or conducting in-service training programs in reading	A. Much	19.4	24
	B. Some	36.3	45
	C. Little	29.8	37
	D. None	12.9	16
17-21. In your work with teachers (during their teaching periods), how much emphasis is given to each of the following?			
17. Observing teachers for purposes of offering assistance	A. Much	32.3	40
	B. Some	35.5	44
	C. Little	20.2	25
	D. None	9.7	12
18. Observing teachers for purposes of evaluating their teaching	A. Much	7.3	9
	B. Some	17.7	22
	C. Little	30.7	38
	D. None	41.9	52
19. Teaching demonstration lessons	A. Much	23.4	29
	B. Some	35.5	44
	C. Little	23.4	29
	D. None	15.3	19
20. Diagnosing pupils' reading progress to help teachers establish classroom instructional groupings	A. Much	34.7	43
	B. Some	44.4	55
	C. Little	8.1	10
	D. None	10.5	13
21. Conferring with content teachers on the progress or current classroom instruction of pupils who have received or are receiving remedial-corrective instruction	A. Much	21.0	26
	B. Some	33.9	42
	C. Little	29.8	37
	D. None	12.1	15
22-25. In your work with children in developmental or content classes, how much emphasis is given to each of the following?			
22. Teaching developmental reading classes	A. Much	22.6	28
	B. Some	18.6	23
	C. Little	8.9	11
	D. None	39.5	49
23. Teaching special reading classes (speed reading, study skills, etc.)	A. Much	15.3	19
	B. Some	21.8	27
	C. Little	8.9	11
	D. None	39.5	49
24. Teaching content classes or in a self-contained classroom where reading is a definitely assigned part of the program	A. Much	8.1	10
	B. Some	11.3	14
	C. Little	17.7	22
	D. None	52.4	65
25. Teaching content classes or in a self-contained classroom where reading is not a definitely assigned part of the program	A. Much	0.8	1
	B. Some	5.7	7
	C. Little	16.9	21
	D. None	71.8	89

26-28. In your work with children in the remedial-corrective program, how much emphasis is given to each of the following?

26. Selecting pupils for remedial-corrective work (with or without the cooperation of other school staff)	A. Much	36.3	45
	B. Some	28.2	35
	C. Little	7.3	9
	D. None	12.9	16
27. Diagnosing individual pupils' reading problems	A. Much	40.3	50
	B. Some	25.8	32
	C. Little	8.1	10
	D. None	10.5	13
28. Teaching remedial-corrective reading to individual pupils or to groups	A. Much	31.5	39
	B. Some	16.1	20
	C. Little	10.5	13
	D. None	32.3	40

29-35. In your work with curriculum development, how much emphasis is given to each of the following?

29. Developing or revising a curriculum guide in reading	A. Much	20.2	25
	B. Some	39.5	49
	C. Little	16.1	20
	D. None	16.9	21
30. Selecting reading material or equipment (include library materials)	A. Much	46.0	57
	B. Some	33.9	42
	C. Little	8.1	10
	D. None	2.4	3
31. Approving and implementing orders for reading materials or equipment (include library materials)	A. Much	41.9	52
	B. Some	31.5	39
	C. Little	10.5	13
	D. None	7.3	9
32. Determining the readability of content textbooks and other instructional materials for use in content classes	A. Much	12.9	16
	B. Some	30.7	38
	C. Little	29.0	36
	D. None	23.4	29
33. Coordinating the reading program with the school library program	A. Much	13.7	17
	B. Some	24.2	30
	C. Little	32.3	40
	D. None	25.8	32
34. Coordinating the reading curriculum with other curricula used in the school	A. Much	14.5	18
	B. Some	37.9	47
	C. Little	28.2	35
	D. None	15.3	19
35. Preparing in-service bulletins and news-letters on special topics having to do with the reading curriculum	A. Much	17.7	22
	B. Some	31.5	39
	C. Little	26.6	33
	D. None	21.8	27

36-42. With regard to your other activities, how much emphasis is given to each of the following?

36. Supervising in areas other than reading	A. Much	8.1	10
	B. Some	12.1	15
	C. Little	9.7	12
	D. None	67.7	84
37. Coordinating the work of other reading consultants or supervisors employed in the system	A. Much	21.0	26
	B. Some	13.7	17
	C. Little	16.1	20
	D. None	46.0	57
38. Scheduling or coordinating the work of reading consultants from outside the system (for example, publisher's consultant)	A. Much	5.7	7
	B. Some	21.8	27
	C. Little	33.1	41
	D. None	37.1	46
39. Consulting with other school-connected agencies (health, social, etc.)	A. Much	16.9	21
	B. Some	37.9	47
	C. Little	32.3	40
	D. None	10.5	13
40. Working with PTA and other school-connected groups or community groups	A. Much	4.0	5
	B. Some	28.2	35
	C. Little	41.9	52
	D. None	22.6	28
41. Attending meetings and participating in the work of professional organizations	A. Much	41.5	52
	B. Some	44.4	55
	C. Little	9.7	12
	D. None	0.8	1
42. Other activities not listed in items 12-42	A. Much	10.5	13
	B. Some	41.1	51
	C. Little	28.2	35
	D. None	12.1	15

43-48. You have indicated the emphasis given to activities in six major categories. Now indicate the percentage of time you devote to each of the six categories. Since these categories represent 100 percent of your work load, the six percentages should total 100 percent.

43. Teachers (outside their teaching periods), administrators, or other supervisors

44. Teachers (during their teaching periods)

45. Children in developmental or content classes

46. Children in the remedial-corrective program

47. Curriculum development

48. Other activities

Responses to items 43-48 are listed below

Tabulation of responses to items 43-48*

% Time Spent	Item 43		Item 44		Item 45		Item 46		Item 47		Item 48	
	f	%	f	%	f	%	f	%	f	%	f	%
100							1	0.85				
94					1	0.85						
90					1	0.85	1	0.85				
85							3	2.54				
80			1	0.85								
75					1	0.85	4	3.39				
70	1	0.85	2	1.69			1	0.85				
65							1	0.85			1	0.85
60	1	0.85			3	2.54	2	1.69	1	0.85		
55							1	0.85				
50	7	5.93	8	6.78	2	1.69	5	4.24			1	0.85
49					1	0.85						
48					1	0.85					1	0.85
45	1	0.85	2	1.69			1	0.85	1	0.85	1	0.85
44							1	0.85				
40	7	5.93	10	8.47	5	4.24	7	5.93	1	0.85	2	1.69
35	5	4.24	2	1.69	2	1.69	2	1.69				
33	1	0.85					2	1.69				
30	12	10.17	7	5.93	6	5.08	6	5.08	5	4.24	3	2.54
25	14	11.86	17	14.41	5	4.24	5	4.24	6	5.08	2	1.69
23							1	0.85				
20	14	11.86	13	11.02	4	3.39	9	7.63	13	11.02	12	10.17
15	12	10.17	5	4.24	9	7.63	11	9.32	10	8.47	2	1.69
12			1	0.85	1	0.85						
10	24	20.34	22	18.64	21	17.80	12	10.17	28	23.73	30	25.42
8	1	0.85	1	0.85	1	0.85			2	1.69	2	1.69
7							1	0.85	1	0.85		
5	13	11.02	14	11.86	12	10.17	12	10.17	18	15.25	26	22.03
4									3	2.54	1	0.85
3					1	0.85	2	1.69	1	0.85	1	0.85
2	1	0.85	3	2.54	3	2.54	2	1.69	5	4.24	5	4.24
1			1	0.85			1	0.85	3	2.54	2	1.69
0	4	3.39	9	7.63	38	32.20	24	20.34	20	16.95	26	22.03
No Response	6	4.84	6	4.84	6	4.84	6	4.84	6	4.84	6	4.84

* New England responses only

1A